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ABSTRACT

This curriculum guide of seventh grade materials for United States history, colonization through reconstruction, is prepared for the Carroll County Public Schools. Learning activities of the units are based on material available in the Carroll County Schools. The purpose of the program is to have students discover meaning and relevance in the study of the past through development of the analytical concepts of cause and effect, loyalty to one's country, empathy, the industrialization-urbanization syndrome, the historical method, and social change. Major topics of study include the establishment of colonies, the Revolutionary War, political cartoons, establishment of the government, the Jacksonian Era, the growth of the United States, and sectionalism and the Civil War. An evaluation of the program and appendices conclude the document. (Author/JR)

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A CURRICULUM GUIDE FOR GRADE 7

UNITED STATES HISTORY
COLONIZATION
THROUGH
RECONSTRUCTION

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CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

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WESTMINSTER, MARYLAND

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SUGGESTED TIME OVERVIEW

Unit I - Why Were the Colonies Established in the New World?	4 weeks
Unit II - How Did the Thirteen Colonies Win Their Freedom?	6 weeks
Mini Unit - Political Cartoons	1 week
Unit III - How Was Our Government Established?	4 weeks
Unit IV - Why Were the 1800's Known as the Jacksonian Era?	2-3 weeks
Unit V - How Did the United States Grow In Size and Power?	6 weeks
Unit VI - How Did Sectional Differences Lead to Conflict?	8 weeks
Culmination - Evaluation	2 weeks

NOTE TO THE TEACHER

1. The present seventh grade curriculum guide contains a variety of activities based on the objectives for the units and for each experience. With each activity, a specific objective is stated to clarify the expected pupil outcome for the individual activity.

2. The guide is not a cookbook. Activities are <u>not</u> intended to be completed sequentially from number one to the end of the experience. Rather, the intention is to have several activities that fulfill the corresponding enabling objective so that the user has a choice in his or her plans for completing the unit of study.

3. Successful educators <u>know</u> from experience that planning a variety of learning activities for <u>each</u> class meeting brings positive learning responses from most students. The day of students taking turns reading paragraphs from the text book to cover content is <u>hopefully gone</u> and is a method <u>never used</u> by a successful teacher. The successful teacher will use a variety of activities such as: games; role-playing; simulations; stations; LAPs; skits; audio-visual materials; pictures; charts; maps; playlets; inquiry; directed reading activities; language experience stories; Socratic dialogue; and other creative strategies. At times many of these will be used in a single class period. Materials which interest and involve students can improve their attitudes toward learning and conversely the traditional approach of "covering" the text book narrative is likely to "turn-off" student interest.

4. Many of the evaluations in the experiences are sketchy and in need of much more work. As you use the activities in this guide or create your own, your evaluation instruments may provide helpful guidance for the future development of criterion-referenced tests. Please submit those evaluations you feel are effective to the Office of Social Studies.

5. Many of the activities contained in the experiences will readily lend themselves to modification for use in learning stations or learning activities packages.

6. There are no individual unit experiences concentrating on the study of one specific minority group. The study of blacks and other minority groups has been included in the various units of study and should not be overlooked.

7. Criticisms and suggestions concerning this guide are welcomed and should be sent to Don Vetter in the Office of Social Studies. This guide is not the final word, nor was it intended to be. Personalization of the units of study by each teacher will undoubtedly result in the implementation of a more effective grade seven program.

RATIONALE

Today's student lives and functions within a fast-paced world. Everyday, scientific and technological strides are achieved that signal the continuance of an age marked by a rate of progress unheard of a few short years ago. The question then becomes evident to the student of history, "Of what value is history to the contemporary world?" Often this question is altered to, "Of what value is the study of the past to me?"

To all students, the above question is a very relevant one. The only history to which many students have been exposed is that which is represented in an encapsulated, sensationalized version for use on television or in the movies. Many of these productions are excellent recreations, but their primary intention is entertainment. All too often accurate perspective and credibility are sacrificed for dramatic interest. Therefore, many misconceptions, learned through the entertainment media industries, are brought to the study of history. Again, the student may ask, "History is entertaining, but why should I have to know all of that?"

It is the central purpose of the seventh grade curriculum to have students discover meaning and relevance in the study of the past through the development of the following analytical concepts: cause and effect, loyalty to one's country, empathy, the industrialization--urbanization syndrome, the historical method and social change. Students will examine American History from the first English foothold in the wilderness of Virginia, to an American nation spanning a continent; from an agrarian nation composed of a string of coastal plain cities and settlements, to an industrialized nation ready for emergence into the twentieth century; from one nation indivisible, to sectionalism and Civil War. Hopefully, by the student's inquiry and discovery of the past, he will gain the necessary understanding, appreciation, and skills to better prepare him for the future, for he will be faced daily with decision-making situations that demand the implementation of skills that are learned in the social sciences, many specifically appropriate to the study of history.

Likewise, teachers also need to see the purpose, intent, and direction of the course. Many times, teachers find themselves asking, "How can I present material to the student in an interesting way so that he will want to study history?" The answer to this question provides the dual purpose of this curriculum guide, for in each unit are suggested activities that have been written and tested in the classrooms of Carroll County educators. Many times, teachers will regard these activities as complete and suited to their purposes and will use them as such. However, some teachers will want to use them as "idea-starters" to develop their own activities, or alter them in accordance with their own particular teaching situation. It either case, the second thrust of this curriculum guide is apparent: to provide a variety of ideas and strategies to be used and/or improved upon by the seventh grade social studies teacher to add interest, variety, and motivation to the study of American History.

It is with these thoughts that the summer workshop team developed the present seventh grade social studies curriculum guide, understanding that by the student's gaining knowledge and skills through a study of the past, he is preparing himself for the problems and the promise of tomorrow.

MAJOR GOALS

A. Knowledge Goals

1. The student will develop a sense of self-worth and personal identity, based on a knowledge of his heritage.

2. The student will comprehend and analyze social, political, and economic processes and how they interact.

3. The student will acquire the knowledge needed to understand that all humans are individuals and as such are deserving of dignity.

4. The student will comprehend the role of the government as an institution created by the people to further the general welfare of the persons who compose it.

B. Study Skills and Inquiry Goals

The student will acquire the abilities needed to:

1. Locate, gather, and interpret information from varied sources such as magazines, newspapers, atlases, charts, tables, graphs, globes, maps, primary sources, pictures, encyclopedias, dictionaries, fiction books, non-fiction books, and other audio-visual materials.

2. Organize and present social studies in varied forms:

   a. discussion
   b. outline
   c. audio-visual
   d. research papers
   e. individual reports
   f. group reports

3. Participate effectively in class activities such as:

   a. learning stations
   b. group work
   c. role playing
   d. skits
   e. field trips
   f. simulation
   g. learning activities packages

4. Express ideas effectively in both oral and written form through such means of communication as:

   a. map making
   b. picture
   c. political cartoons
   d. sentences
   e. paragraphs
   f. essays
   g. reports
   h. speeches
   i. debates
   j. discussion

5. Formulate analytical problems from appropriate sources of information after which he can:

   a. Develop a tentative answer or hypothesis.
   b. Gather pertinent data from varied sources.
   c. Analyze, evaluate, and interpret data.
   d. Evaluate tentative answers on basis of data, and accept, reject, or modify hypothesis as necessary.
   e. State generalization or appropriate answer to analytical problems.

6. Use order and sequence formats such as timelines and cause-effect relationships to demonstrate an understanding of the concepts of time and chronology.

7. Discriminate between statements of fact and opinion, such as editorials, commentary, and propaganda.

C. Value Goals

1. The student will appreciate the freedom to assemble freely and to worship openly, and he will value the right to express oneself freely.

2. The student will value the ability to think independently and remain open-minded while objectively examining different points of view.

3. The student will realize that the belief of the majority shall wield decisive powers, but the rights and opinions of the minority must be respected and protected.

4. The student will value the democratic belief that people are capable of governing themselves. If the needs of the people are not fulfilled by persons given governing powers it is the right of these people to change, by lawful means, their existing government.

5. The student will value his right to use democratic processes to attain his end rather than resort to violent means to achieve his goal.

UNIT I

Why were the colonies established in the New World?

A. Rationale

This unit is designed to stimulate your interest in the early colonists by focusing on the reasons they came to the New World, the problems they encountered, and the methods they used in solving their problems.

It is also designed to introduce you to the concepts: morality and choice, habitat, culture, causation, and empathy.

B. Objectives

You will be able to:

1. Identify and analyze economic, social, political, and geographic reasons for major European colonization in the New World.

2. Compare and contrast colonial life in the New England, Middle and Southern colonies, including the role of minority groups.

3. Describe the unique political and economic relationships experienced between the English colonies and England.

C. Key Questions

1. How did Europe influence settlement of the colonies?

2. How was life similar and different in the New England, Middle, and Southern colonies?

3. What was the unique political and economic relationship experienced between the English colonies and England?

D. Major Skills

You will be able to:

1. Organize and present social studies materials after you:

   a. Skim information for facts
   b. Locate information from varied sources
   c. Organize facts
   d. Prepare charts, maps, and graphs
   e. Evaluate information
   f. Formulate conclusions
   g. Take notes in outline form
   h. Interpret information

2. Present information by different methods

   a. Discussion (large group, small group, individual)
   b. Individual or group reports
   c. Audio-visual means

3. Discriminate between fact and opinion

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EXPERIENCE I

European Influence on the Thirteen Colonies

A. Question: How did Europe influence settlement of the colonies?

B. Purpose: An in-depth analysis of the colonization of the New World should help you understand and appreciate your heritage. Through this study the ability to recognize values of the early settlers and their adaptation to a new physical and social environment should evolve.

C. Objectives: You will be able to identify and analyze economic, social, political, and geographic reasons for major European colonization in the New World. To accomplish this, you will be able to:

1. Describe historical methods and tools used by historians to investigate history.

2. Discover reasons why Europeans came to the New World.

3. Identify the problems involved in coming to the New World and in establishing permanent settlements.

4. Prepare charts, maps, and graphs using information from readings concerning the settlement and political organization of the 13 colonies.

5. Interpret and analyze the various reading materials on colonization to discriminate between fact and opinion.

6. Analyze and evaluate material presented in skits, role playing, and simulation.

D. Suggested Activities

1. Objective: Describe historical methods and tools used by historians to investigate history.

   Activity: Write on a transparency the words problem, hypothesis, verification, and conclusion. Ask students if they are familiar with these terms. Responses will probably be "in science class." Discuss meanings and uses of these words. Relate the words to our study of history for the year as an introduction to Case Studies in American History, Volume I. Suggested readings are pages 1-8, 9-17.

2. Objective: Explain historical methods and tools used by historians to investigate history.

   Activity: Two very good selections (for use by high ability groups) are contained in the book Selected Case Studies in American History, Volume I. One story involves the historical character John Smith and his reputed capture by the Powhatan Indians when Pocahontas saved his life. The other case involves the question, "What were the pilgrims really like? How did they dress?" If students would like to complete the activities in either small groups or individually, they could present the cases to the rest of the class (or to another class perhaps of lower ability) for enrichment or study. "John Smith: History or Hoax?" pages 32-43. "The Pilgrim and the Artist," pages 44-57.

3. Objectives: 1. Experience the historical method used by historians
   2. Discover reasons why Europeans came to the New World

   Activity: Divide the class into small groups of four or five. Have the groups "brainstorm" in order to form possible reasons for people coming to the New, and still unknown, World. After the groups have formed their lists, have them narrow the suggestions down to the best five. When this has been done, instruct students to use as many as possible of the resources located in the classroom to either verify or disprove their hypothesis. Have students bring their results to class; discuss their correct hypotheses and the incorrect as well. The general outcome will have provided experience in the inquiry method and established reasons why Europeans came to the New World. As a summary, ask the students if they think the reasons are good ones, and why.

4. Objective: Describe the role of the black man in the exploration of the New World.

   Activity: Obtain multimedia set Silhouettes in Courage (k 17) from the Resource Center. The first topic in the series is "The Black Man in the New World." Contained is a unit (#2) "Black Explorers" which may be used to introduce the study of the black man in America. Few texts go into as much detail as this tape, and the ditto work sheets provide a method for retaining information gained from the tape. After using the unit, have some interested students find more information about these "forgotten" explorers.

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5. Objectives: 1. Identify the problems involved in coming to the New World and in establishing permanent settlements.
2. Present information to the class by means of a skit.

Activity: This activity can be either spontaneous (if the students have done previous research) or prepared over a period of days by groups. Part of the class can be the characters while the remainder of the class makes observations on the skit (in note form if you wish). Characters needed: King, London Company investors (four or five), King's advisors (three or four), colonists, Indians, John Smith. Props: can easily be made from construction paper or cardboard.

The Action:

1. Members of the London Company have to plan a speech to pursuade the King to grant a charter. While the group plans their speech, the class should be listening carefully.

2. The Palace--The London Company approaches the King and asks for a charter in America. The King's advisors consult with him as to whether or not they should grant the charter. (If the teacher wishes, the action could be stopped here, and the observers can be asked to respond to, "What would you do if you were King?")

3. London--The members of the London Company, having received their charter, have to find people who will be colonists (workers). Have students bargain with the London Company to get the best deal for working in America.

The colonists now leave for America. Upon arrival, they build a fort, some hunt for riches, some die or are killed. At first the Common storehouse system was used for food, but it was unsuccessful because it discouraged the industrious. Next scene-John Smith is elected and the system is changed. Have the actors and the observers suggest how the system could be changed.

To follow up the role playing, use the following questions:

1. Why did the London Company want to settle in America?

2. Why do you think the King granted a charter for settlement?

3. Why do you think a strong leader like John Smith was necessary for survival?

4. If you had the ability to go back into history and become a member of the London Company, what would you change in their methods of establishing a colony?

6. Objective: Discover reasons why Europeans came to the New World.

Activity: View the E.T.V. film "Nightmare's Child," parts I and II which is part of the series Stories of Maryland. This film may be used to identify and analyze some of the reasons Englishmen came to America.

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7. Objective: Describe reasons why Europeans came to the New World.

Activity: The Globe text Inquiry, U.S.A. contains a one page reading on page 18 that cites one reason why an Englishman came to America. On pages 22-23, the arrival of another group of people is discussed, the only difference being that the people in the second reading came against their will--as slaves. Have students read both stories, answering the questions at the bottom of the page. Then have students draw parallels between the two people and why each came to America. This reading is appropriate for slow readers.

8. Objective: Source material to identify reasons why Europeans came to the New World.

Activity: Distribute copies of Student Resource #1 and #2. Read each case with the class, identifying unfamiliar words as you proceed. Point out to the class that these two cases are taken from source material. Have students discuss the questions at the bottom of each of the pages, then discuss the similarities and differences between each. Ask the students, "Which of the colonies do you think would be the most likely to succeed? Why?" (Case 1 is the Jamestown colony and Case 2 is the Plymouth colony.)

9. Objectives 1. Identify the problems involved in coming to the New World by means of role playing a decision-making situation.
2. Explain the relationship between their given situation and that of the early settlers.

Activity: Distribute a copy of Student Resource #3 "Lost on the Moon." Have the students read the paragraph at the top of the page and list of items below. Instruct them to rank the items in order from most important (#1) to least important (#15). Then divide the class into groups of four or five students, appointing one student to serve as secretary, and have the groups discuss the way each individual ranked the items. Each group should then decide upon a correct order for the items.After the class has had sufficient time to discuss these things, make a list on the chalkboard of what each group said and why they ranked each item as they did. When all answers are recorded, tell them the listing below. (The test and the results were adapted from a similar one used by NASA.) These NASA rankings are:

14, 3, 7, 10, 13, 8, 12, 5, 6, 15, 9, 4, 2, 11, 1

10. Objective: Identify the problems involved in coming to the New World and in establishing permanent settlements.

Activity: Place the following chart on the chalkboard: Title - "Camping Out Today;" Left hand column - "Shelter, Food, Special Clothing, How Long?" Ask students if they have ever camped out. Obtain responses to questions like, "What type of shelter did you have? Where did you get your food? What kind of special clothing did you have? How long did you camp out? Was it fun? What could have happened to make it NOT be fun?" Record student responses on the chalkboard. Then distribute copies of Branson, Inquiry Experiences in American History. Have students read pages 6-7; discuss the questions on page 7 when they finish. Then complete a second column to the chart labeled, "Jamestown, 1607." When the column is completed, have students comment on similarities and differences between the two columns. Summarize by asking students how better planning could have made the conditions more bearable in Jamestown.

11. Objectives: 1. Discover reasons why Europeans came to the New World.
2. Identify problems involved in coming to the New World and in establishing permanent settlements.

Activity: Obtain a copy of the simulation Discovery (K 34) from the Resource Center. Contained is a teacher's guide and a student resource page. This simulation should be obtained several days in advance of use in order to duplicate materials contained in the kit. Allow several periods for teaching directions and for student play. NOTE: THIS SIMULATION MAY ALSO BE USED IN EXPERIENCE 3 OF THIS UNIT.

12. Objectives: 1. Discover reasons why Europeans came to the New World
2. Analyze and interpret reading material

Activity: A highly motivating periodical is The Educational Source Incorporated (P.O. Box 103, Soquel, Calif. 95073.) The issue marked "Catalog #8000016" contains articles and activities concerning the planting of the Pilgrim and Puritan colonies. Using this in class will greatly enrich the activities in this unit of study. (The periodical is recommended for use, and must be purchased by individual schools.)

13. Objective: Prepare a map containing the following information: names of the colonies, the Appalachian Mountain range, the Atlantic Ocean, the Great Lakes, the St. Lawrence River, and the major settlement in each colony.

Activity: Have available atlases or texts which show the location of the thirteen English colonies. Distribute maps of the Eastern United States. Have students title the map, "The Thirteen English Colonies" and identify on it: the 13 colonies (naming them), the Appalachian Mountains, the Atlantic Ocean, the Great Lakes, the St. Lawrence River, and the major settlement. At this point, you may wish to review map symbols.

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14. Objective: Prepare a chart showing the name of the colony, date of founding, famous person involved in the founding, reason for founding.

Activity: Have students construct a chart titled, "The Thirteen Colonies are Founded." Have students complete the chart by either

a. researching the information individually, or

b. dividing into groups of three or four to research the different colonies.

When the information has been located, compile it into one chart. Summarize by asking the students if there are one or two main reasons for the founding of the colonies that keep recurring in their chart.

15. Objective: Use folk songs to identify characteristics of colonial life.

Activity: Obtain Folksongs in American History (B/S 125) from the Resource Center. The first filmstrip in the series is entitled "Early Colonial Days" and contains folk songs of the era. The songs are sung on record, giving the students the words on the screen. After showing the filmstrip, go through it again silently, stopping at the words to the songs. Have students give as many characteristics as possible concerning colonial life.

16. Objectives: 1. Identify problems involved in establishing permanent settlements in America.
2. Interpret and analyze reading and chart materials.

Activity: Ask students the general question, "How does the climate in which we live effect the way we live?" After students have responded, ask, "How would your life be affected if you lived in Florida and moved to Alaska?" When students have responded, distribute Branson, Inquiry Experiences in American History. Have the students read page 11 and carefully observe the chart on the page. Use the nine questions on the page to encourage discussion. Have a secretary note student responses to the questions on the chalkboard. Then have the students follow the direction at the bottom of the page. Allow time to compare research results with the responses listed on the board.

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E. Evaluation

1. Have the students pretend they are living in England about 300 years ago. Have them write a letter to the king, convincing him to lend them money to go to the New World.

2. Have students pretend they are a roving reporter for the London Times. Conduct an on-the-spot interview with some of the people. Find out where they are from, what they are doing now, why they came, their hopes for the future, and conditions of the colony.

3. Have students plan and write a TV documentary concerning the founding of one of the colonies. Be sure to include important people and events.

F. Resources

1. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1971.

2. Discovery, simulation game, K 34, Resource Center.

3. The Educational Source, Inc., catalogue #8000016, P.O. Box 103, Soquel, California 95073.

4. Folksongs in American History, sound filmstrips, B/S 125, Resource Center.

5. Gardner, William et.al., Case Studies in American History, Vol. I, Allyn and Bacon, 1969.

6. Kane, Ralph and Glover, Jeffrey, Inquiry: U.S.A., Globe, 1971.

7. "Nightmare's Child" Parts I and II, video tape, Resource Center.

8. Silhouettes in Courage, multi-media set, K 17, Resource Center.

Unit I, Experience I

Student Resource 1

TWO CASES FOR INQUIRY

CASE 1

"On December 20, 1606, we set sail from London. Sailing down the Thames Rive[illegible]we could see the Tower of London where Sir Walter Raleigh was being held prisoner. Twenty years earlier he had attempted to plant a colony at Roanoke Island in America, but the colony mysteriously disppeared. We are on three ships, the 'Susan Constant,' the 'Godspeed,' and the 'Discovery.' "

"Our voyage is sponsored by the Virginia Company of London and supported by King James I and the rising English commercial interests. Our main task is to plant a colony in the New World to compete with the Spanish and the Portuguese who have already claimed land and settled there."

"Sir Thomas Smythe, one of England's chief financiers, was a leader and the first treasurer of the Virginia Company. The Company is a stock company which gets its money from many investors, including many of the London craftsmen's guilds."

* * * * * * * * * * * *

The case above is taken from the diary of one of the original Jamestown settlers. See how well you can answer the questions below from the case study.

1. Why were colonists coming to America?
2. How do you know that this was not the first time the English had attempted to colonize America?
3. How was the colony financed?

CASE 2.

England, 1606 ...."But we could not long continue in any peaceable condition because we were hunted and persecuted on every side. For some were taken and clapt up in prison, others had their houses beset and watched night and day."

"Seeing ourselves thus molested, and that there was no hope of continuance of remaining in England, we decided to go into the Netherlands, where we heard there was freedom of religion for all men, which was the year 1607 and 1608."

"But to go into a country we knew not, where we must learn a new language, and learn new ways to earn a living, was thought by many an unpleasing situation. This is true especially since we are country folk and not used to city life or trade."

"But these things did not dismay us, for our desires were set on the ways of God, and we know whom we believe!"

Leyden, Holland, 1620 ...."After we had lived in this city about eleven or twelve years we grew much displeased. Our children were learning the language and ways of those people of Holland, and forgetting the ways of our religion. We also became worried that the Roman Catholic nation of Spain would conquer this small country and force that religion on us. At a meeting, the idea of going to America was proposed, and many objections were made to it because of the difficulties in getting there and living afterwards. It was agreed that the dangers were great, but not desperate; the difficulties were many, but not invincible. It was decided to put our trust in God to guide and direct us to our new home in America!"

* * * * * * * * * * * *

Can you answer these questions from your reading?

1. Why did these people want to come to America?
2. How are the reasons for coming to America different for those people in Case 1?
3. From this case, how would you describe the people?

Unit I, Experience I

Student Resource 3

LOST ON THE MOON

You are a member of a space crew originally scheduled to rendevous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your vehicle to crash-land at a spot some 200 miles from the rendevous point. The rough landing has damaged much of the equipment on board. The area over which you must travel is barren and uncharted. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below is a list of the 15 items left after the crash. Your task is to rank them in terms of their importance to your crew. Place a 1 by the most important item, a 2 by the second most, and so on. Think about each item carefully.

_____ SAFETY MATCHES, 6 boxes in a weather-proof container

_____ FOOD CONCENTRATE, 5 cartons

_____ PARACHUTE SILK, 10 square yards

_____ MILK, powdered, one case

_____ HEATING UNIT, portable

_____ ROPE, 50 feet

_____ PISTOLS, 2 revolvers

_____ MAP, of the moon's constellations

_____ FIRST-AID KIT, large and well stocked

_____ COMPASS, magnetic

_____ FLARE GUN, with several flares

_____ TWO-WAY RADIO, powered by the sun's energy

_____ WATER, 5 gallons in two tanks

_____ LIFE RAFT, with carbon dioxide filled tanks

_____ OXYGEN, two 100 pound tanks

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Experience II

Comparison of Life in the New England, Middle, and Southern Colonies

A. Question: How did the life styles of the colonists differ in the New England, Middle, and Southern colonies?

B. Purpose: The American colonist met with different experiences in the New World because of varying geographic factors such as topography and climate as well as by the diversity of attitude among the colonists and the friendly and unfriendly meeting with the Indians. In this section of the unit, you will discover how the colonists' lives were affected by these experiences.

C. Objectives: You will be able to compare and contrast colonial life in the New England, Middle, and Southern colonies, including the role of minority groups. To accomplish this, you will also be able to:

1. Explain how life styles of the colonists differed in the three regions of settlement.

2. Skim information from previously completed material concerning the establishment of the English colonies.

3. Identify the social composition of American colonists by observing and interpreting maps and charts.

4. Analyze and describe the suffering experienced by Blacks in their voyage to America.

D. Suggested Activities

1. Objective: Analyze the physical aspects of the Eastern United States by constructing a map.

   Activity: Distribute a map of the eastern United States to the students, preferably with rivers and no state outlines. Using an atlas, wall map, or transparency, have the students locate the following:

Atlantic Coastal Plain	Appalachian Mountains
Piedmont	Central Lowlands
Gulf Coastal Plain	Mississippi River
Gulf of Mexico	Chesapeake Bay

   If possible, have students use green for areas 0-500 feet in elevation, yellow for areas 500-1000 feet in elevation, and brown or orange for areas above 1000 feet in elevation. Have students observe their maps and make hypotheses using the chart below:

	New England Colonies	Middle Colonies	Southern Colonies
Occupations			
Products			
Material Used for Homes			

   When they are finished, have students research to verify or disprove their hypotheses. Also ask, "What area do we live in? How would you complete the chart about our area?"

2. Objective: Identify the type of homes with the region of settlement.

   Activity: Have at least three interested students do the following. First, assign each student either New England, Middle, or Southern colonial areas. Then (with other students to help if necessary) have each student construct a colonial home of about the 1700-1730 time period. When the models are completed, create a display where students can view them easily. With the addition of appropriate questions, the projects could be made into learning stations.

3. Objective: Compare the life styles in the colonies and describe the roles different people played.

   Activity: Have students write about life in one of the three regions of settlement. It may be written in biographical, autobiographical, diary, or letter form. Encourage students to combine facts with imagination. Students should choose the character they wish to represent, for example slaves, ministers, farmers, Indians, indentured servants, slave traders, housewives, or British officials. When finished, have some of the students read their story. If questions arise, see if the student can answer them.

00022

4. Objective: Describe various aspects of life in colonial America.

Activity: Three programs from Media Materials, Incorporated are useful in this unit. They are:

Crime and Punishment in Colonial Days
Colonial Home Crafts
Colonial Children

Each unit contains a teacher's guide, cassette, student work sheet, and a post test. These units lend themselves to individual student use or in learning stations. It is suggested that each unit be previewed before purchase. (Recommended for low ability students.)

5. Objective: Identify how New England was affected by witchcraft.

Activity: Show the film "The Witches of Salem: The Horror and the Hope." Here is a synopsis of F947.

THE WITCHES OF SALEM: THE HORROR AND THE HOPE. "Incredible" is the word often applied to the incident in our nation's past which is dramatized in this powerful history, and this re-enactment of the 1692 witchcraft trials which took place in Salem, Massachusetts is based on authentic records.

The central characters emerge as the young girls whose hysterical accusations turn their village into a witch-hunting ground.

The film exposes the potentially-explosive atmosphere which prevailed. It plunges us totally into Salem Puritanism in the year 1692, putting us in close touch with the attitudes, the mounting political pressures, the fears and superstitions whose psychological repercussions manifest themselves in the bizarre events.

Use the following five questions when discussing the film:

a. In what ways was Salem "ready" for a witchcraft epidemic?

b. Why do you think people were so eager to condemn certain individuals for witchcraft?

c. Could the environment have helped increase fear of the Devil and make his presence more real? (for example, the vast forests, the presence of Indians, the "newness" of the area in which they lived)

d. Could anything similar happen today? How?

e. Why do you think witchcraft was not a problem in the Middle or Southern colonies? (religious differences)

6. Objective: Explain the type of colonial life experienced in the Southern colonies using Maryland as a case study.

Activity: In the sound filmstrip series Maryland, Its History and Geography(BS 239), there is a unit entitled, "Maryland During the Colonial Period." Included in the narration are key questions which are built-in by means of a "lock groove." There will be a certain amount of information given to the student previous to the "lock groove," and the tone arm of the record player will not go any farther until it is moved by the teacher or a student. Because of this "built-in questioning," this filmstrip is best used in a learning station. A teacher's guide is included. Preview before use.

7. Objective: Explain the black man's role in America during colonial days.

Activity: In the kit Silhouettes in Courage (K 17) unit 5 is entitled "The Black Man in the English Colonies." Have students listen to the tape and complete the ditto worksheet included. Summarize the ideas brought out in this activity by asking the student, "What role did the black man have in developing the American colonies?"

8. Objective: Identify the social composition of the American colonies by observing and interpreting maps and charts.

Activity: Distribute copies of The Promise of America, The Starting Line. Have the students read the introduction to the activity on page 42. By interpreting the charts and map on pages 43-46, students will be able to answer the questions on the pages accurately. As a summary activity, have students complete the section "Part 3: Summary Question" on page 46. Have students discuss, "How would the mixture of nationalities be an advantage to the colonies? How might it be a disadvantage?"

9. Objective: Describe the different social classes in the colonies.

Activity: a. Have students study the chart on page 45 of Promise of America: The Starting Line. The chart shows various colonial social classes in 1775, the type of people typical of each class, how they were addressed when spoken to, and whether or not they had the right to vote. b. As a class, have students think about and then discuss questions 1-6 below the chart on page 45. c. At the conclusion of the discussion, have the students make a three section chart with a space for the New England, Middle, and Southern colonies. Then, have them take the types of people in each social class and put them in the proper geographic space on the chart. It is possible that some of the types of people may go in more than one place on the chart. Have students tell why they placed a particular type of person in a certain section.

00024

10. Objective: 1. Skim information from previously completed information about the colonies.
2. Explain the differences in life styles of the three regions by creating newspapers, posters, and diaries.

Activity: Divide the class into three groups. Assign one of the three areas of settlement to each group. Give the following directions: Each group is to create a newspaper containing articles and editorials as well as posters that would attract settlers to your region and diaries explaining your daily routine. Use materials you think would best influence someone to settle in the region. (Other ideas could be encouraged also like writing songs or slogans.) Hold a discussion with the groups focusing on these questions: What do you think you would emphasize about an area in order to attract people to live there? What kind of information will you need to know about your region? Is a similar kind of advertising done today? Can you find any examples of it? The last two questions could be held for review after the activity if you wish. Some students may bring in articles from Sunday newspapers or mail their parents received promoting a land development area. This will provide an opportunity to compare the business companies that founded many of the colonies with a similar happening today.

11. Objective: Describe the "middle passage" experienced by black Africans.

Activity: In the American Education Publications (AEP) book Black in America, pages 4-11 contain an account of Gustavus Vassa and the middle passage. Students will recognize the life of an American slave in colonial times and understand the importance of triangular trade to the American economy. On page 11 are thought questions. Have students respond orally to question #2. The text Branson, Inquiry Experiences in American History also contains a portion of Vassa's account of the Middle Passage on pages 23-24.

12. Objective: Describe the experiences of indentured servants coming to America.

Activity: Have the students read the selection "An Eyewitness Account of the Crossing of Indentured Servants," on page 25 of Inquiry Experiences in American History and answer the questions on page 26.

Upon completion of this activity, have the students write two accounts about the passage of the indentured servant.

a. One account from the shipowner's viewpoint.

b. One account from the indentured servant's viewpoint.

00025

13. Objective: Compare and contrast life styles in the New England, Middle, and Southern colonies.

Activity: Distribute copies of Branson, Inquiry Experiences in American History. Have students read pages 26-27. On those pages are accounts that were published in northern and southern newspapers of runaway slaves. Have students respond to the questions on page 26.

14. Objective: Compare and contrast life in early colonies.

Activity: Have the students examine the graph on page 41 of Inquiry Experiences in American History. Answer the questions listed below.
Upon completion of this activity, have the students compare the population of the original thirteen colonies in 1750 with the population of the same colonies today.

15. Objective: Present information in the form of a shadow play.

Activity: Have students choose a theme from the colonial period, for example the first Thanksgiving. Then, have the students make figures out of construction paper to represent characters. Staple them to a pencil or tongue depressor so the figure can be easily moved. Furniture can be shown as well. Write a script using material the students researched and assign speaking parts. Make your stage from a cardboard box, decorated appropriately for the play. Put the production together. As the students tell the story, the stage crew manipulates the figures behind the cloth (lighted with flashlights) to help make the story more meaningful.
NOTE: If your groups produce more than one shadow play, keep figures in labeled shoe boxes. Many times students wish to see them again.

16. Objective: Read material to gain information about colonial life.

Activity: The SRA set "An American Album" contains selections that enrich the study of colonial life. Selection numbers are: 53, 174, 194, 235, 245, 266, 292.

17. Objective: Identify characteristics of the colonial period by taking a field trip.

Activity: The Resource Center has a filmstrip set entitled Going Places (BS 259.) The series is a guide to organizing a field trip including preparation and follow-up. Maps of the area to be visited are also included. A suggested procedure would be: give students the one page reading that discusses the background of the area, show the filmstrip, assign the pre-trip work you wish and use the follow-up activity. The two areas described in the series which best fits the unit are "Annapolis" and "Williamsburg." Even if you do not visit the area, the filmstrip can have great value on its own. Preview before use.

E. Evaluation

1. If your study is in the form of learning stations use teacher resource #1 for evaluating students. The form can be altered to fit your personal needs.

2. Select students to represent the three regions where the colonies developed in America and have them plan and present a dialogue or conversation which might have taken place in the colonies during the 1750's.

3. Have students make an original dramatization on an event depicting colonial life, for example: witchcraft, colonial education, life on a plantation, life in the wilderness, life in the city(Boston, New Amsterdam, Annapolis, Williamsburg), crime and punishment, and colonial religion.

00022

F. Resources

1. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1969.

2. Dimensions in Reading, An American Album, Science Research Associates, 1968.

3. Going Places, Mealey Productions International, 1972, BS 259.

4. Hayden, Robert, Black in America, American Education Publications, 1971.

5. Maryland, Its History and Geography, Joseph Mealey and Associates, 1970, Resource Center BS 239.

6. Roden, P., The Promise of America: The Starting Line, Scott, Foresman, 1971.

7. Silhouettes in Courage, Educational Resources, (K 17).

8. The Witches of Salem: The Horror and the Hope, Resource Center-F947.

00028

Unit I, Experience II

Teacher Resource 1

LIFE STYLES IN COLONIAL AMERICA

CONFERENCE AND EVALUATION SHEET

SOCIAL STUDIES

STUDENT'S NAME _____

UNIT GRADE _____

Evaluation of Written Work at Stations

	Satisfactory	Unsatisfactory
A. Organization of materials	_____	_____
B. Neatness	_____	_____
C. Content and completion of work	_____	_____

Oral Evaluation

Each student will be evaluated in conference with the teacher. The student will be given an opportunity to answer questions pertaining to the work he has accomplished. The student will be quizzed on the material he has completed.

Teachers' Comments:

PARENT'S SIGNATURE _____

Experience III

Economic and Political Relationship Between the English Colonies and the Mother Country

A. Question: What unique economic and political relationship was experienced between the English Colonies and the Mother Country?

B. Purpose: In order to understand the coming conflict between England and the American colonies, students should have an understanding of the economic and political relationship existing between the two areas. Key ideas to analyze in this study are mercantilism and triangular trade.

C. Objectives: You will be able to describe the unique political and economic relationships experienced between the thirteen colonies and England. To accomplish this, you will be able to:

1. Define mercantilism.

2. Explain how triangular trade operated.

3. Describe the three methods by which the American colonies were governed.

4. Identify the function of slavery in the colonial economy and analyze the impact of slavery on Black persons in terms of personal self-respect.

D. Suggested Activities

1. Objective: Given a list of seven statements, describe mercantilism as it applied to the English colonies and the Mother Country.

   Activity: Either distribute copies of Student Resource 1 or make a transparency of it. On the chalkboard list two columns, one entitled "Colonists Liked" and the other entitled "Colonists Disliked." As each item on the list is read, encourage student comment. Then ask students if they think the colonists liked the policy or not. List the student response in the proper column. Summarize the discussion by asking students, "Do you think this policy favored the colonies or the Mother Country? Why?"

2. Objectives: Given a map of the thirteen colonies showing products, name the major products of each colony and state their value to the economic success of the colony.

   Activity: Review with the class certain key terms relating to trade and economy: import, export, trade, product. Then have students read pages 19-21 in Inquiry Experiences in American History. Have the class answer the 10 questions contained in the reading. Then ask (or have on the board) the following questions:

   a. How could the Mother Country use the products obtained from America?

   b. Which of the products shown on the map on page 20 do you think would be exported? Why?

   c. If you were a colonist, would you object to being limited to trading only with England? Why?

   d. If you were an eighteenth century Englishman, and much of your tax money was being spent on the American colonies in the form of sea protection from raiders and frontier protection from French and Indians, would you think that you should get all the benefits of American trade and products? Why?

3. Objective: Explain the purposes of the Navigation and Trade Acts.

   Activity: Have students research and list the laws involved in the Navigation and Trade Acts. Break students into groups of four or five. Have each group discuss and comment on the accuracy of the following statements:

   a. The Navigation and Trade Acts were made to help the colonies become commercial rivals with England.

   b. The Navigation and Trade Laws were relatively easy to enforce.

   c. Most merchants felt it was in their best interest to disobey the Trade Laws.

   d. England probably didn't strictly enforce Trade Laws because she still reaped huge profits from colonial trade.

00031

4. Objective: 1. Define triangular trade

2. Construct maps showing triangular trade routes and related commodities.

Activity: Write the word trade on the chalkboard. Have students explain what it means. Then ask: a. How many different types of trade can you name? b. How important is trade to a nation? c. What are some things the U.S. trades today? Distribute blank ditto maps. Have students draw in the trade route and products traded at each leg of the journey. Have students use texts and references such as the Hammond Historical Atlas to locate information.

5. Objective: Identify one example of the economic relationship of the English colonies to the Mother Country by use of a folk song.

Activity: Obtain Folksongs in American History (B/S 125) from the Resource Center. The second filmstrip in the series is entitled "Revolutionary War." The first song in this filmstrip is "Revolutionary Tea." In it, the colonies are compared to a mother and daughter. The idea of mercantilism is evident throughout the song. The remainder of the filmstrip (content wise) belongs in the next unit. However, student viewing of the remainder could serve as an introduction to that unit.

6. Objectives: 1. Identify how slave trade helped the economy
2. Discuss the cruelty of the slave trade

Activity: Obtain the kit Silhouettes in Courage (K 17) from the Resource Center. Unit 3, "Cruelty of Slave Trade," describes the hardships of the trade on the black man. Have students list and discuss their ideas about how slavery would help the colonial planter and what slavery could do to the individual's sense of self worth.

7. Objectives: Define the word "Empire" and develop hypotheses about the economic and political relationships which are created between a Mother Country and its colonies.

Activity: Distribute copies of Branson, Inquiry Experiences in American History. Have students study the map on page 31. Questions 1 - 8 develop the concept of Empire. Summarize the activity by having the students respond to the following:

a. How can having an empire be an advantage to a nation? a disadvantage?

b. How can being a part of an empire be an advantage to a nation? How can it be a disadvantage?

c. What problems could arise between the Mother Country and its colonies?

00032

8. Objective: 1. Construct a chart describing the types of colonial governments.
2. Given a list of five historical events, explain how each item fostered self-government in the colonies.

Have students make diagrams which show the three basic structures of colonial government as exemplified by self-governing, royal, and proprietary colonies.
Have students construct a chart which shows the thirteen colonies and the type of government in each.
Have students research each of the following, and explain how they fostered self-government in the colonies:

a. House of Burgesses
b. Mayflower Compact
c. Fundamental Orders of Connecticut
d. Penn's Charter of Liberties
e. Maryland's Religious Toleration Act.

9. Objective: Describe Bacon's Rebellion and tell how it showed colonial dissatisfaction with English governing of the colonies.

Activity: In the 1670's farmers in the Piedmont section of Virginia paid taxes, but had little or no representation in the House of Burgesses. When the governor of Virginia (William Berkeley) refused to help the farmers protect themselves from the Indians, Nathaniel Bacon took up their cause.
Have students complete research on "Bacon's Rebellion," and do one or more of the following:

a. Write a research paper giving the background, facts, and results of Bacon's Rebellion.

b. Write a play about the Rebellion.

c. Write an analysis which relates Bacon's Rebellion to developing colonial beliefs of self-government and individual rights.

d. Pretend you were Nathaniel Bacon. Write in your diary a justification of your Rebellion and what you hoped to accomplish.

E. Evaluation

1. Have students prepare and present a news commentator's analysis of mercantilism. Include maps, pictures, and interviews.

2. Have students role play a colonist's views to the type of government the colony has. Have at least one role for royal, proprietary, and charter governments.

3. Have students debate the statement, "Slavery helped the colonies economically, and was therefore good for the British Empire."

4. Have students write two accounts of mercantilism, one from a colonist's view and one from the view of the King of England. Include the advantages and disadvantages to each.

F. Resources

1. Branson, Margaret, Inquiry Experiences in American History, 1970.

2. Folksongs in American History, Warren Schloat, BS 125.

3. Hammond Historical Atlas,

4. Silhouettes in Courage, Educational Dimensions, K 17.

Unit I, Experience III

Student Resource 1

ENGLAND'S COLONIAL POLICY OF MERCANTILISM

The following statements describe England's colonial policy:

1. The colonies exist for the mother country.

2. Anything which can be produced in England must not be produced in the colonies.

3. Manufacturing must not be permitted in the colonies.

4. The English legislature (Parliament) has a full right to tax the colonies even though colonists send no members to represent them in that body in London.

5. The colonies must not be permitted to issue paper money. (Little gold or silver was available in the colonies.)

6. The colonies must help support England's wars with France through taxation.

7. The colonists are not to enjoy all the liberties of Englishmen living in England.

UNIT II

How Did the Thirteen Colonies Win Their Freedom?

A. Rationale

Between 1607 and 1775, the British colonies in America experienced tremendous change. As second and third generations of colonists grew of age, they developed an ever increasing sense of independence and self-identity. Young colonists in the 1700's were born and raised in America and often found it difficult to be governed by a power thousands of miles across an ocean. With the advent of strict trade and tariff laws, and with an increasing force of British soldiers walking colonial streets, many colonists felt that basic freedoms were being denied them. As a result, widespread reaction and rebellion grew in the colonies and finally erupted into a war for independence. What were the causes for war? How did the war affect Americans? What were the immediate results of the war? It is the answers to these questions that you will be finding in this unit.

B. Objectives You will be able to:

1. Analyze and justify why the American colonies resorted to rebellion against England.

2. Describe what the American Revolution was and explain how it affected all Americans.

3. Appraise the strength of America as it emerged from the Revolutionary War.

C. Key Questions

1. Why did the thirteen colonies resort to rebellion against England?

2. What was the American Revolution? How did it effect the populace?

3. What was America like immediately after the Revolutionary War?

D. Major Skills You will be able to:

1. Locate, gather, and interpret information from varied sources.

2. Organize and present social studies in varied forms: discussion, audiovisual and reports.

3. Express ideas effectively in both oral and written form through such means as mapmaking, pictures, political cartoons, paragraphs and discussion.

4. Formulate analytical problems from appropriate sources of information after which you can use the inquiry method of study.

5. Discriminate between statements of fact and opinion.

00036

Experience I

A. Question: Why did the thirteen colonies resort to rebellion against England?

B. Purpose: With the help of the American colonists, the British managed to defeat the French bid for territorial gain in North America. However, the cost of providing men and supplies to colonies miles across an ocean caused Britain to go into great debt. Thus, it seemed only fair to the British that since the colonists benefitted from the British effort against France, they should help pay the cost of war and the expense of keeping a standing army in America. Increased taxes on the colonists seemed to be the logical answer to the British money problem. The purpose of this experience is to help you understand why many colonists felt these tax laws were unfair and to clarify how their reactions led to the outbreak of the Revolutionary War.

C. Objectives: You will be able to analyze and justify why the American colonies resorted to rebellion against England. To accomplish this, you will be able to:

1. Describe at least four laws and acts passed by Parliament that provoked the colonies to protest and demonstration.

2. Evaluate methods of colonial reaction to unjust British laws.

3. Analyze the role of American "firebrands" in stirring unrest and rebellion in the colonies.

4. Explain how colonial opinion varied on the question of rebellion.

D. Suggested Activities

1. Objective: Identify the causes of rebellion.

Activity: Distribute copies of The Promise of America: The Starting Line. Have students read pages 70-71. Using the cartoon on page 71, check student understanding by having them label each picture with the correct term describing causes of rebellion. When you have completed the labeling, ask students to give some examples of rebellion. While the student is describing the rebellion, have the class listen to see if all of the elements--underlying causes, symptoms, spark--are contained. Have some of the more creative students make their own cartoons like the one on page 71. Cut the cartoon blocks into sections, and put them in a learning station for other students to rearrange in the proper sequence.

00037

2. Objective: Pinpoint some of the sources of conflict which can arise between authority and those dependent on the authority.

Activity: Ask the pupils to give several examples of newspaper columns and comic strips and television series which depict relationships between teenagers and parents. Have them comment formally on some of the situations they recall. Particularize the discussion of sources of conflicts which arise between parents and teenagers and how a teenager might react by asking such questions as:

a. Do you ever disagree with your parents over the amount of money you have and the way in which you are going to spend it? What do you do about it?

b. How do you and your family feel about your friends? What do you do if your parents disapprove of some of your friends?

c. Do you and your family always feel the same way about the way you act? Do you feel your parents are always right? Why or why not? How does this effect your behavior?

d. What plans do you have for your future? What plans do your parents have for your future? Are the plans always the same? If not, why? If you cannot get your parents to understand your point of view, what might you do?

Point out that conflicts which develop between parents and teenagers may be used as a framework for discussing the quarrels between the Mother Country and the colonists. Substitute the Mother Country for the parent and the colonists for the teenager.

3. Objective: Given three case studies, explain why each may be labeled a rebellion.

Activity: The Promise of America: The Starting Line contains three case studies which may fit into the category of "rebellions." The three readings are: "What Caused the Riot at the Football Game?" pages 72-74; "Why Did Frank Harris Move Out?" pages 74-76; "The Rebellion at Jefferson High," pages 77-80. Suggested methods of using the reading material would be to:

a. Divide the class into three groups, each taking a case study;

b. Choose one of the readings and use it with the entire class;

c. Discuss the first reading with the class and then divide them into two groups to complete the remaining two cases. Whatever method is chosen, students should identify the underlying causes, symptoms, and spark of each rebellion. Discuss the questions at the end of each reading.

00038

4. Objectives: Determine, through inquiry, what accounted for the vast change in territory in North America after the year 1763.

Activity: Refer to the Hammond Historical Atlas of American History or another source that would have maps showing European claims in North America in the year 1713 or before the French and Indian War and European claims in 1763 or soon after the French and Indian War. Have students to the following:

a. Distribute two blank ditto maps of North America.

b. Have students use colored pencils to identify the European colonial claims in 1713 (English, French, Spanish).

c. On the other blank map, have students identify European claims in 1763.

Ask: How are the maps alike? How are they different? (Especially emphasize, "What happened to French claims?") Have students hypothesize solutions to the question, "What could have happened during this fifty year period to make American land claims different?" List student responses on the chalkboard. Then allow 15-20 minutes for research in order to review this historical period.

5. Objective: Determine whether or not the French and Indian War was a cause of the American Revolution.

Activity: Distribute copies of The Promise of America: The Starting Line to students. Have students read pages 81-85. Refer to page 16 of the teacher's guide for suggestions on how to use this reading.

6. Objective: View "The Cause of Liberty" and describe the conflicts that are driving Colonial America to the brink of war with England.

Activity: Obtain Film 940, "The American Revolution: The Cause of Liberty." Place the following questions on the board for consideration during the film as well as follow-up discussion.

a. What are some of the conflicts existing between England and America that trouble John Laurens?

b. Does he believe the British are handling the colonies in a justifiable manner? Why?

c. What paradox exists in the British handling of the colonies and the Americans handling of slaves?

d. If you were John Laurens, would you, under the same circumstances, have done what he did? Why?

7. Objective: Explain how the Writs of Assistance provoked some of the colonists.

Activity: Have students discuss the idea of search warrants--who uses them, what are they used for, how do you get one? Culminate thought at this point by having students respond to, "Why are search warrants a good thing to have available? How might they not be good?" Have students research about writs of assistance in order to identify what they were, why they were used, how they were used, and to clarify British and colonial views about them. Suggested readings would be:

a. The Promise of America: The Starting Line, pages 85-90.

b. Law in a New Land, pages 33-34.

c. The Free and the Brave, page 175.

Discuss how the Writs affected the colonists' civil rights. Are our search warrants today like the Writs? Why or why not?

8. Objective: Given a situation where personal values are involved, decide what course of action to take.

Activity: Have students look at pictures of the Boston Massacre in a text. Ask them to describe the scene and explain what has (or is) happening. Distribute copies of Student Resource I or put the story on tape. When the students have finished reading, have them respond to the following question: "If you were John Adams, what would you do?" Encourage a variety of responses. Discuss John Adams' view of justice and law that can be read in the story. Refer students to texts to locate information on the Boston Massacre. Compare their findings with the picture analysis discussion earlier. Historically, John Adams did defend the British soldiers who were, in the end, freed. Suggested texts:

a. Free and the Brave, page 179.

b. The Promise of America: The Starting Line, pages 110-115.

9. Objective: Compare and contrast the Boston Tea Party with the burning of the Peggy Stewart.

Activity: Complete library research on the Boston Tea Party. Have students write a one or two page report on the Boston Tea Party. Reports should include:

a. Background and reason for the incident.

b. Facts concerning the incident - who, when, where

c. Results of the incident.

d. A picture depicting the incident.

Have some students research the burning of the Peggy Stewart tea ship in Annapolis harbor. Have them compare and contrast the two demonstrations.

10. Objective: Describe in your own words one event that aroused colonial discontent with the British.

Activity:

a. Have students read pages 33-35 in A Nation Conceived and Dedicated. Explain why the chapter is entitled, "Blood on the Snow."

b. Complete one of the following:

1. Pretend you are a newspaper reporter in Boston in 1770. Your editor asks you to get eyewitness accounts of the March 5 run-in between colonists and British soldiers. You interview a British soldier and a colonist who was there, and you record their different versions of what happened.

2. Pretend you are the editor of a Boston newspaper in 1770. One of your reporters has handed you two eyewitness accounts of the Boston Massacre. As a result, you write an editorial about what you think really happened.

3. Pretend you are one of the British soldiers involved in the massacre and have just read a colonial editor's story about it. How do you react to the news account?

11. Objective: Analyze pictures to describe specific events that fostered colonial discontent with England.

Activity: The text A Nation Conceived and Dedicated contains several pictures that in part describe how the thirteen colonies and England were drifting closer and closer to war. Use the text and the questions below to discuss the pictures.

a. Page 41 (Bottom)

1. Describe the picture.
2. What does the serpent represent?
3. Why is the serpent cut into pieces?
4. What does "join or die" mean?

b. Page 41 (Top)

1. Describe the picture.
2. Who is riding the horse?
3. What does the horse represent?
4. Why is the horse bucking? What is the real meaning of the bucking horse?
5. What is the implied meaning of the fact that the rider has lost the reins of his horse?
6. What is the meaning of the riders peculiar riding cro[illegible]?

c. Page 35

1. Describe the picture.
2. Who seems to be in charge of the scene?
3. Who may have printed the picture?
4. What significance is there to the fact that the people being shot at appear to be defenseless?

d. Page 32

1. Describe the picture.
2. Who do you think is being tarred and feathered?
3. What is being poured in his mouth?
4. What is in the background?
5. What is the purpose of this picture?

12. Objective: Explain the purpose of taxes.

Activity: On the day before the discussion, have students search newspapers and magazines or ask their parents about what kinds of taxes they pay. Responses in class the next day will vary, but generally the following taxes will be discussed: income, sales, gasoline, hunting and fishing licenses, dog licenses, cigarette tax and liquor tax.
Have students discuss how taxes help the government to operate efficiently. Discuss, "What if there were no taxes? How would a situation where there were no taxes affect you and your family?"

13. Objective: Given a cartoon about the Stamp Act, describe the opinion of the editor concerning the act.

Activity: On page 32 of Inquiry Experiences in American History there are two cartoons, one dealing with the Stamp Act and one concerning a union of the colonies. Have students observe the cartoons carefully and respond to the questions on the page. Discuss: How are cartoons molders of public opinion? Do you think the cartoons were more important in the Revolutionary era than they are today? Explain your answer. Have students take the British point of view on the Stamp Act or union of the colonies and make a cartoon describing it.

14. Objective: Describe four Acts passed by Parliament and identify colonial reaction to each Act.

Activity: Using various resources in the classroom, have students complete the chart below.

Name of Law or Act	Date	Purpose of Law or Act
Stamp Act		
Townshend Act		
Tea Act		
Intolerable or Coercive Acts		

Suggested sources would be The Promise of America: The Starting Line, pages 93-96; The Free and the Brave, pages 173-175, 181-183.

Have students construct an "Action → Reaction" chart, listing the Laws and Acts passed by Parliament in the Action column and colonial reaction on the other column.

15. Objective: Describe one set of Acts placed on the colonists by Parliament and explain colonial reaction to it.

Activity: Have students in small groups or individually research information concerning the Intolerable or Coercive Acts. Have students respond to the following statement orally or in writing: "The Intolerable Acts did more to unite the colonies and help them than it did to punish them."
Many of the colonies, especially Virginia, were sympathetic with Massachusetts because of the Boston Port Act. The House of Burgesses declared June 1, 1774 (the day the Act was to take effect) a day of "fasting, humiliation, and prayer."

16. Objective: Name and describe various types of colonial reaction to unfair tax laws.

Activity: Have students hypothesize about the various methods employed by the Sons of Liberty as forms of protest against unfair British tax laws. After completing some basic research, the final list should be similar to the one which follows:

a. Hanging effigies
b. Petitioning the government
c. Destroying private property
d. Writing resolutions
e. Boycotting products
f. Intimidating government officials
g. Writing articles against the government
h. Attacking government officials
i. Parading in orderly demonstration

With the above lists, have students:

a. Judge which ones they think were most successful.
b. Judge which ones they think can be considered "right" under the circumstances.
c. Judge which ones could never be called "right" according to accepted moral standards of conduct.

Have students make a list of the ways people protest against the United States today, and compare this list to the one they made about the colonies.

a. Are the lists similar? In what way?
b. If the lists are different, how can you account for the difference?

17. Objective: Describe various types of colonial reaction to tax laws by means of a skit.

Activity: "You Are There: An Historical Events Presentation"

Suggested Topics:
a. Sons of Liberty and the Stamp Act in Boston.
b. A meeting of the Sons of Liberty which leads to Boston Tea Party.
c. Intolerable Acts.
d. A discussion between Sam Adams, John Adams and Patrick Henry concerning British treatment and independence.
e. Boston Massacre.
f. Patrick Henry's famous "Give me liberty" speech. (Be sure to include background.)
g. A debate between a loyalist and a patriot.

DIRECTIONS:

a. Divide the class into groups of four or five.
b. Each group will choose <u>one</u> of the above topics to work on.
c. The groups will be allowed two days to: 1) Form ideas, 2) gather information and, 3) practice your skits.

d. Each skit will be introduced by a brief historical description of the event.
e. Skits should be limited to a maximum of twenty minutes.
f. As an audience, students will be expected to: 1) Take notes, 2) Ask questions, 3) Offer constructive criticisms.

18. Objective: Identify colonial opinion on the eve of the Revolution.

Activity: Distribute copies of The Promise of America: The Starting Line. On pages 100-103 is a play that represents the difference of opinion that existed in America in the years prior to the outbreak of armed conflict. Have students read the parts. Discuss the questions at the bottom of page 103. Also ask, "How would you label yourself if you had lived then?" See page 18 of the teacher's guide for further suggestions.

19. Objective: Explain the difference between Tories and Whigs.

Activity: The text Inquiry, U.S.A. contains an excellent reading concerning a Rebel and a Tory. In the reading the student will discover the ways in which they differed. The reading begins on page 30 and follows to page 34. The multiple choice questions on pages 34-35 provide a good review of the reading and concepts therein. Discuss the following: Colonists who advocated a break with England were alternately called "patriot, rebel and whig." Which term do you think was used to refer to them by: the British; the Americans who didn't like the king; Tories? Why?

20. Objective: Explain the difference between Whigs and Tories.

Activity: The novel Johnny Tremain by Esther Forbes is set in the pre-Revolutionary days of Boston. The central character is a silversmith's apprentice until an accident causes him to burn his hand. Leaving the trade, Johnny takes up with a printer's nephew, and begins to find out just what a seedbed for revolution Boston is. Reading a chapter to the class or taping it for use in a learning station will greatly help student understanding of the terms Whig (patriot) and Tory (loyalist).

21. Objective: Analyze a portion of one of Patrick Henry's speeches to determine his opinion of whether or not to break with England.

Activity: Patrick Henry to the Virginia Convention in 1775. "The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave... If we were to base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery. Our chains are forged. Their clanking may be heard upon the plains of Boston! The war is inevitable--and let it come! I repeat, sir, let it come!"

DIRECTIONS:

Analyze this speech by answering the following questions:

a. "It is now too late to retire from the contest."

1. Is this a statement of fact or opinion?
2. What effect would a statement like this have on its listeners?

b. "The war is inevitable" is not a fact, but a strongly stated opinion spoken as fact.

1. What is the responsibility of the speaker in making such a statement?
2. What is the responsibility of the listener in responding to a speech?
3. What can you tell about Henry's beliefs concerning rebelling from England?

22. Objective: Describe Jefferson's view on the rights of British America.

Activity: Distribute copies of Inquiry: U.S.A. Have students read page 36 and respond to the two questions at the bottom of the page. When the discussion is over, give the following direction, "You are King George III and have just read Thomas Jefferson's letter. Write a reply to him stating how you feel about the rights of Americans."

23. Objective: Identify the beliefs of John Dickinson concerning British treatment of the colonies.

Activity: Distribute copies of Inquiry: U.S.A. Have students read page 39, "The Advice of a Pennsylvania Farmer," and answer the two questions at the bottom of the page. Also answer, "Do you believe that Dickinson was a Tory or a Patriot? Why? Ask a student to locate more information about Dickinson to verify answers to the question above. (Students will discover that while Dickinson behaved as a Tory might because he wanted peaceful dealings with England and did not sign the Declaration of Independence although he was present at the Continental Congress, he nevertheless led colonial troops against the British during the war.)

24. Objective: Identify three "firebrands" of the Revolution, and explain their opinion about breaking with the Mother Country.

Activity: Have students research the contributions of Sam Adams, Patrick Henry, and Thomas Paine to the outbreak of war with England. Include some detail on their lives which provides meaning and insight to their actions. There are many books and audio-visual materials that contain information about these people, but a concise description of their role in the pre-Revolution days is contained in the July, 1974 issue of National Geographic in an article entitled, "Firebrands of the Revolution," pages 2-27. Also see Inquiry: U.S.A., page 40 and Inquiry Experiences in American History, page 37.

25. Objective: Conclude how eyewitness accounts can differ after analyzing descriptions of a "staged" argument.

Activity: Enlist the aid of two students in the class the day before this activity. Instruct them that the next day, you want them to be perhaps one minute late for class (to make sure that all class members are in the room). The two students are to then get into an "argument" that they have rehearsed earlier--no fighting, just arguing. The teacher then enters the room and asks the boys what happened. They reply, "Nothing." Send them out of the room and ask the students to take out a sheet of notebook paper and write down what happened and give their opinion of who started the argument. Tell them that they do not have to sign the papers. When they are finished writing, have them discuss the incident. Probably there will be many different descriptions of what happened and who started it. After the discussion has progressed for a while or run its course, bring in the two students and have them confess the whole drama. Now have the entire class analyze why individual descriptions or stories differed. Ask, "How could your personal views affect the way you interpret an event? How could history be affected by it?" It is suggested that this activity be followed up by a study of the events happening at Lexington in April, 1775, and "who fired that shot?"

26. Objective: Given eyewitness accounts, analyze information to determine "who fired that shot."

Activity: One of the great dilemmas in American History revolves around the happenings on Lexington Green on that early April morning of 1775. Have students study the happenings that resulted in the firing of the "shot heard round the world." The text, Selected Case Studies in American History: Volume I, contains two sections about the clash at Lexington. One is entitled "Who Fired That Shot," pages 59-72, and the other is "Sam Adams and the Minutemen," pages 73-85. Higher ability groups will use the material directly from the text, but for other abilities, you may wish to choose several of the eyewitness accounts and put them on ditto or cassette tape. Have students give their opinion of "who fired that shot."

27. Objective: Given three pictures of the clash on Lexington Green, analyze each to determine what happened.

Activity: Distribute copies of The Promise of America: The Starting Line, and have students read and observe the pictures on pages 108-109. Discuss the two questions on page 109. Ask students, "If you were writing a book about history, which of these pictures of the clash at Lexington would you put in? Why? Suppose you lived in England and were putting together a British History textbook, which of the pictures would you include? Why?"

28. Objective: Describe and explain the political transition experienced by one man who was a Virginia landholder.

Activity: Obtain Film 820, "Williamsburg: The Story of a Patriot," from the Resource Center. The film involves a fictitous character named John Fry who is elected to the House of Burgesses during the turbulent years just before the American Revolution. A loyal supporter of the King, Fry gradually becomes aware of unjust treatment of the colonies at the hand of Parliament. Other characters and events are real. Students can follow history from boycotts and tea party to Virginia voting for independence. Have students discuss the following questions:

a. What events occurred that persuaded John Fry to vote for Independence?

b. What does Fry's son mean by, "We are both late, Father." ?

c. In the conversation John Fry was with Randolph on the porch of the Randolph's Williamsburg home, he looks at Fry and says, "I am going home." Fry looks back and says, "I am home." How does this exemplify the difference between Patriot and Tory?

29. Objective: Explain the significance of the Declaration of Independence after analyzing an outline of its content.

Activity:

a. Have students read pages 36-39 in Law in a New Land. On these pages is an excellent simplified description and interpretation of the Declaration of Independence.

b. The selection contains parts I, II, and III. Divide the class into three groups. Have each group responsible for reading and discussing one of the parts.

c. After regrouping the class, have representatives from each group lead a discussion of their section of the interpretation.

30. Objective: The student will be able to identify and explain one of the major issues concerning the willingness of all colonies to sign the Declaration of Independence.

Activity: Obtain a copy of the soundtrack to the musical "1776." On side two is a song entitled "Molasses to Rum" that deals with the issue of slavery. The Committee of Five who wrote the Declaration has just submitted it to the Congress for acceptance. In the Declaration, however, is a statement referring to the freeing of the slaves. Edward Rutledge, the representative from South Carolina, then speaks his mind on the subject, stating that if the clause concerning the freeing of all of the American black slaves is left in the Declaration, South Carolina will never sign. He then proceeds to describe triangular trade. Guide student thinking by using questions similar to the ones below:

a. What is triangular trade? What products or commodities are involved in it?
b. Does Edward Rutledge believe slavery is a question of money or morals? Why? Do you think Adams agrees with Rutledge? Why or why not?
c. Who does Rutledge blame for bringing slaves to America? Do you think he is correct? Why?
d. What do you think Rutledge means in the final lines of the song where he says, "Mr. Adams, I give you a toast. Hail Boston. Hail Charleston. Who stinketh the most?"

There are other songs in the musical that lend themselves to use in seventh grade, especially in learning stations. The activities based on the musical, however, will best be accomplished by higher ability groups.

31. Objective: Tell why the Declaration of Independence compromised the "rights" of some people.

Activity: Individually have students read pages 219-228 in People in America. Divide the class into groups to answer the questions on page T95 of teacher's guide to People in America. Follow-up the discussion with one of the following:

a. Have students recall and share instances in the past when they had to reach a compromise with someone in order to get something done.
b. Have volunteers role-play situations which demand that compromise be made. What television show do we watch? Who gets to use the car? Can I go to the ball game?
c. Have students write a short story with two endings:
   1. One telling what happened when a compromise was made.
   2. One telling what happened when a compromise wasn't made.

E. Evaluation

1. How to Control the Colonies: The strict controls placed on the colonies after the French and Indian War resulted in disagreement, discontent and finally revolution.

   Pretend you are a member of the British Parliament in the 1760's. Write a speech in which you present your ideas on how to rule the thirteen colonies in such a manner as to keep them loyal to the crown.

2. Have students check the appropriate column of a series of quotes as beliefs which might have been held by a Tory or a Whig. See Student Resource 2 entitled "Quotes - Whigs and Tories."

3. Have students represent either Tories or Patriots in order to debate the issue of loyalty. Should I be loyal to a person or to an idea (to the King or to independence)?

4. Rebels and Tories
   For each of the colonists in the list below, choose the side, rebel or Tory, each would be more likely to take. (Rebels, you will recall, were Americans who wanted to break away from England. Tories wanted the colonies to stay in the British empire.) Be sure to give reasons for your choices.

COLONIST	REBEL	TORY	REASON
1. A man who wanted to manufacture hats			
2. A large, wealthy landowner			
3. A poor farmer who wanted cheap western land			
4. A merchant who sold paint, glass and tea			
5. A hunter and trapper			
6. A printer			
7. A minister of the Church of England			
8. A governor of a colony			
9. A colonist from France			
10. A tax collector for the king			
11. A man who was educated in England			

Source: Inquiry: U.S.A., Globe, p. 42.

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F. Resources

1. "American Revolution, Part I: The Cause of Liberty," Film 940, Resource Center.

2. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1971.

3. Cuban, Larry and Roden, Philip, The Promise of America: The Starting Line, Scott, Foresman, 1971.

4. "Firebrands of the Revolution," National Geographic, July, 1974.

5. Gardner, William et al., Selected Case Studies in American History, Volume I, Allyn and Bacon, 1969.

6. Graff, Henry, The Free and the Brave, Rand McNally, 1973.

7. Hammond Historical Atlas, Hammond, 1968.

8. Hardy, A Nation Conceived and Dedicated, Addison Wesley, 1973.

9. Kane, Ralph and Glover, Jeffrey, Inquiry: U.S.A., Globe, 1971.

10. Ratcliffe, Robert, Law in a New Land, Houghton Mifflin, 1972.

11. "1776," Soundtrack: Columbia Record Company.

12. "Williamsburg: The Story of a Patriot," Film 820, Resource Center.

Student Resource 1

I never was so frightened in my life as I was the day I made my way through Boston's streets to John Adams's law office, just by the Statehouse door. Everywhere I looked there were men carrying muskets. Whenever I met a man or a boy who knew me, there'd be a shout, "There's one of them." I would be knocked to the ground, kicked and cuffed and pounded until I begged them for mercy. By the time I reached John Adams's office, my clothes were torn and tears were streaming down my face.

I was convinced by now I was on a fool's errand. I should have stayed in my little room above the British coffeehouse. What could I do, what could any of us do, against a people inflamed by the terrible bloodshed of the previous night?

As I stumbled in the door of Mr. Adams's small office, a man was telling him the grim news. "Four of our people are dead. One a lad of seventeen. Another, Patrick Carr, the Irishman, is dying. That scum Captain Preston is in jail. He gave the command to fire."

"That's not true," I cried.

All eyes turned to me. There was a rush to throw me out. The man who had been talking seized me by the throat. "You Irish Tory scum. You contradict me?"

"Wait a moment," said John Adams in a crisp voice of command. "What brings you to my office, Mr. Forester?"

"I come on behalf of Captain Preston," I said. "They have him in jail. He didn't give the order to fire, Mr. Adams, so help me. He's a good man."

"That may or may not be true, Mr. Forester," said John Adams, folding his short arms across his thick chest, giving me one of his severest frowns. "Why are you telling me this?"

"Because Captain Preston needs a lawyer, Mr. Adams. I have been to half the lawyers in Boston. Not one will take his case."

John Adams turned to the other men in the office. "I would like to speak to Mr. Forester alone."

There were shocked looks on several faces. More glares for me. But they left.

I sank into a chair. Outside, hundreds of voices began to chant, "Preston. Preston. Preston." The people wanted a hanging.

John Adams asked me the names of the lawyers I had visited. I rattled them off. High Tories, many of them, who drove their own coaches and fours, men who had made fortunes through their outspoken loyalty to the king. But not one would risk the danger of defending Captain Preston.

As I stared at John Adams I asked myself, "Why should this man do it?" I had been sent to him by a lawyer named Josiah Quincy, who told me he would defend Preston if John Adams agreed to join him. But Quincy was a single man with little to lose. John Adams was a settled man of 34 with three children to support. There was a good chance, if he said yes, that he might never again be able to plead a case in a Boston court.

I watched his face as the chanting continued outside.

Student Resource 2

"Quotes - Whigs and Tories"

	Tory	Whig	Neither
1. "The recent attempts of the patriots at boycotts and non-importation agreements will hurt the colonies more than England."			
2. "If the colonies do become independent, they will never be able to unite. There is too much argument between the colonies now."			
3. "The colonies cannot even defend themselves from foreign menace. The French and Indian War is evidence of that."			
4. "It is English law that all English subjects cannot be taxed without having representatives in Parliament."			
5. "A country cannot successfully be controlled by groups of poor workers and uneducated farmers."			
6. "England has the fairest and most democratic form of government in the world. So they've made a few mistakes in governing their American colonies. Those mistakes will soon be rectified."			
7. "The wealthy become that way because of their wisdom and reason. Thus, the government should be controlled by doctors, lawyers and other members of the aristocracy."			
8. "The British government was ignoring the natural rights of the colonists."			
9. "The colonists are being made to subject themselves to a tyrannical government which is thousands of miles across the ocean."			

A. Question: What was the American Revolution? How did it effect the American populace?

B. Purpose: Between 1775 and 1781, the American colonies struggled to gain independence from England. The Revolutionary War affected Americans in all of the colonies; not only opposing armies, but also loyalists and patriots clashed over the ideas of freedom and independence. The purpose of this experience is to help you understand what the Revolutionary War really was and how it affected the lives of all Americans.

C. Objectives: You will be able to describe what the American Revolution was and explain how it affected all Americans. To accomplish this, you will be able to:

1. Define revolution.

2. Explain what the American Revolution was.

3. Describe how the war affected the American slave.

D. Suggested Activities

1. Objective: Define revolution, and compare and contrast the American Revolution with twentieth century revolutions.

Activity: This activity contains four main segments, and is geared for high ability groups.

a. Tell students that they will be locating information about a twentieth century revolution. Either assign students in groups, or allow them to form their own. Each group will then choose a topic for study. A list similar to the following should be placed on the chalkboard:

Chinese Revolution--Mao tse-Tung and the communists take over
Russian Revolution--success of the communists
Cuban Revolution--Castro overthrows Batista
Indian Revolution--The success of non-violence
Black Revolution--Quest for Equality
Congo Revolution--Ridding the continent of European control
College Revolts--What are young people saying (1968-1971)
Czechoslovakia Revolts--Russia reaffirms control (August, 1968)
Hungarian Revolt--Russia steps in (1956)

(NOTE: Check your Media Center and the County Resource Center for the availability of information, including print, audio-visual, and microfilm)

b. When topics have been chosen, students should get into their groups to form hypotheses as to possible reasons for revolution in the country they are studying. When this is completed, begin research.

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c. When the information has been collected, encourage the group to choose a creative means of presentation. While the presentations take place, have the remainder of the class take notes. After all groups have made their presentations, culminate ideas on revolution by asking the students to form generalizations (tell what was similar about all of the revolutions studied) about revolutions. Use the following as guide questions:

1. How are the revolutions we studied alike?
2. What would you say were characteristics that each revolution had?

d. You may need to give the students an example of what you mean in order to get the discussion moving. Here are some generalizations the class might arrive at:

1. All revolts had leaders that were well liked.
2. There were definite grievances that caused revolt.
3. The revolt was carried on by one social class.
4. There were people who did not support the revolt.
5. There were specific confrontations or conflicts involved.

e. From this point, lead into an inquiry study of how the generalizations either fit or do not fit the American Revolution. Use classroom materials and the school media center to locate information.

2. Describe the conditions of the Continental Army as well as selected happenings in the Halls of Congress during the War for Independence.

Activity: Obtain Film 941, "The American Revolution: The Impossible War" from the Resource Center.

For discussion, use the following questions:

a. How were John and Henry Laurens' experiences during the war alike? How were they different?
b. Why do you think John wanted to organize black regiments? If you were a slave in South Carolina, would you have volunteered for Laurens' regiment? Why or why not?

3. Objective: Describe the action of the American Revolution after viewing a filmstrip.

Activity: The Scholastic filmstrip set A Nation Conceived and Dedicated contains a unit entitled "Revolution" which reviews the causes and main events of the war. It is recommended but should be previewed before purchase.

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4. Objectives:

Define the term revolution and determine how it applies to the situation which developed between England and colonies.

Develop a hypothesis about the causes of the American Revolution.

Gather data from material that will either support or challenge the hypothesis.

Recognize the factors that will make people see a situation differently.

Activity: Pass out Student Resource 1, and play the record "Revolution" to start a discussion of this concept.

a. Directed discussion of following questions:

1) What are the main ideas presented about revolution?
2) What do you think a revolution is?
3) Are the same issues always involved?
4) What do you think were the issues which caused the American Revolution? Develop a hypothesis which clarifies your belief.

b. Divide the class into groups of three or four students. Using a wide variety of materials, have students investigate their hypotheses in order to determine their validity. Each group is to write one hypothesis and complete research in order to defend their point of view.

5. Objective: Locate and identify information concerning one military conflict of the American Revolution and present it to a small group of interested students.

Activity: Select six individuals (or six groups of two students each) to complete the following activity. Tell students that they will be given a specific military conflict of the Revolutionary War that they will research and present to a group of students. Have students either use a text to find a battle they would like to investigate or have a list available from which they may choose. Suggested topics would be:

a. The Beginning--Lexington, Concord, Bunker (Breed's) Hill
b. The Battle for New York(emphasizing the Maryland Regiment's role)
c. Conquering Canada: Can It Be Done? (include the role of Benedict Arnold and Ethan Allen)
d. Saratoga--Burgoyne's Three-fold Plan (emphasize the place of geography, routes of least resistance and the use of Indians by the British)
e. Fighting in the West
f. The Southern Campaign, A Story of Tories and Patriots
g. Yorktown--The World Turned Upside Down.

Permit group members sufficient time to conduct research and preparation. Have available for their use wall maps, transparencies, filmstrips, spirit masters and associated hardware. When all preparation has been made, do the following: Set each person (or group) in a different location in the room. Tell the remainder of the class that they will choose four of the six groups to attend. They will remain at the group location for the entire presentation. Have available for students copies of Student Resource 2. You will need enough to give each student four copies. Students will be expected to complete one Resource page for each group report they attend. A variation to this method would be to use a double room, or perhaps with the help of other team members you could locate one or two groups in a classroom with teacher supervision. If this method is used, try to involve as many of the entire team of students as possible.
When all reporting is finished, create a method for both student evaluation of group reports and group reporters evaluation of their audiences. Share the results with the class.

6. Objective: Create a map of the major battles of the American Revolution.

   Activity: Have available for students spirit master maps of the Eastern United States on which students can locate major battles of the Revolutionary War. Have students use texts and historical atlases to locate the following battles:

Lexington, Concord	Princeton
Bunker Hill	Morristown
Long Island (New York)	Monmouth
Saratoga	Vincennes
Trenton	Yorktown

   At the bottom of their maps, have students make a time line depicting the chronology of the battles and who won.

7. Objective: Explain how the Revolutionary War affected the production of goods and services in the country.

   Activity: Using library resources, have students find examples of inflation which occurred during the Revolutionary War, Civil War, World War II and the Viet Nam War. From their findings, have them make a list which shows "the causes of inflation during wartime."
   Then have students identify products which probably increased in price or became scarce during the Revolutionary War.

   (Suggested for high ability groups.)

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8. Objective: Describe colonial reactions to offers made to slaves by the British.

Activity: In order to publish the Declaration of Independence with signatures from representatives of all thirteen colonies, the writers (notably Jefferson and Adams) had to compromise on the phrase "all men are created equal...and are endowed...with certain...rights, that among these are life, liberty, and the pursuit of happiness." This phrase referred to whites only. Wouldn't it seem logical that if the British would offer slaves their freedom to fight on their side, that the entire cause would be undermined in the South? Have students explore this idea by distributing Student Resource 3 entitled "A Declaration." After reading it, discuss the following questions:

a. What offer are the British making? If you were a slave, would you think it was a good one? Why?
b. How are the colonists in Virginia trying to discourage slaves from taking advantage of this offer?
c. Do you think it would make sense for a slave to return to his master? What would you have done?

9. Objective: Describe how the Revolution affected the black American.

Activity: To explore the role of blacks in the war, play the tape "Blacks in the Revolutionary War and Post War Period." (Silhouettes In Courage - K 12) to learn:

a. What encouraged the Continental Army to accept black recruits?
b. What encouraged blacks to fight in the war?
c. By the time the war had ended, how many black soldiers had fought for independence?
d. How did Revolutionary leaders such as George Washington, Thomas Paine, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson and Patrick Henry feel about the existance of slavery?

Then have students read pages 12-17 of the AEP publication Black in America, and answer the questions on page 17. Encourage students to prepare reports on blacks who served in the Revolutionary War. Reserve a portion of the bulletin board to display these reports.

10. Objective: Explain how the Revolutionary War affected black Americans.

Activity: Ask students to role play or write about one of these situations:

a. Pretend that you are a slave living in South Carolina in 1780. The British offer you freedom if you would fight on their side. How do you respond?
b. Pretend that you are a free black living in New York. You are offered free passes to England and freedom and equality in England after the war if you become a spy for the British. How do you answer?

Some students may wish to complete research to find out how many Negroes joined the British Army and what happened to these men and their families when the war was over.

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11. Objective: Describe the roles of some blacks during the Revolutionary War.

Activity: Assign reports on the following people. Students should use the school media center and county public libraries to locate information and pictures on the person about whom they choose to report. Suggestions are:

Cripus Attucks
Peter Salem
William Lee (George Washington's slave who served with his master throughout the Revolution)
James Armistead
Agrippa Hull
Ty (black American in British service)

Examine "Springboards" Negro History for other blacks who were involved in the Revolution. Also check the multimedia set Silhouettes in Courage (K 17) which is available in the Resource Center.

12. Objective: Identify the sources of foreign aid the colonies received during the Revolution.

Activity: Many historians agree that without the help of foreign men and supplies, American chances of winning the Revolution would have been slim. Set up learning stations or assign individual reports on the following topics:

a. Franklin and the French--Alliance
b. Bayonets at Valley Forge--The Story of Baron von Steuben
c. Baron deKalb
d. Tadeusz Kosciuszko
e. Marquis dc Lafayette

Have students try to locate pictures of these individuals. A small group may wish to research a report on Count deGrasse and Count Rochambeau and their importance at the Battle of Yorktown.

13. Objective: Describe the life of a Continental soldier.

Activity: Have students research each of the following topics:
a. Problems at Valley Forge
b. Conditions surrounding surprise attack at Trenton in December, 1776

Then have students to one of the following:
a. Pretend you were at one of the above places, and write a diary about your experiences.
b. Write a play about a group of continental soldiers at Valley Forge or Trenton.
c. Write a poem about the experiences of continental soldiers at Valley Forge or Trenton.
d. Write a short story about a continental soldier at Trenton or Valley Forge.

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14. Objective: Describe America's first army.

Activity: Colonial Williamsburg has a publication available for purchase which is entitled America's First Army, by Burke Davis. It contains several short stories about the growth of the Militia in Virginia.

a. Citizen Soldiers--describes weapons, how to load them, how the volunteer made his cartridges and the use of swords
b. Proud Colors--concerning flags
c. The Brave Music
d. Dressed Fit to Kill--militia dress and uniforms

Also included is an eleven minute record of a militia muster on the green. This is a good resource book. Many of the ideas can be used in learning stations.

15. Objective: Explain and describe the major causes and battles of the American Revolution by creating a sound slide presentation.

Activity: This activity can be used with all ability groups. You will need either a Kodak Ektagraphic Visual Maker or a camera with a close-up lens.

a. Tell students that they will study about the American Revolution by making a slide show of causes and battles. Locate two filmstrips about the Revolutionary War, one a silent captioned one and the other a sound one. Have students view both. After they have seen both, use discussion to critique both filmstrips. Use questions like, "Which of the filmstrips did you like the most? Why? What are some things about the filmstrips that you did NOT like? Why?" List these likes and dislikes on the board. If time permits, go through the filmstrips again without sound narration asking students which of the pictures they like the most and why. This will help the students later when they begin picture gathering.
b. Discuss the slide show that the students will present by following the suggestions below:
    1. All topics must be researched accurately. Why is accuracy necessary?
    2. Pictures chosen for the presentation must fit the narration. Why is this important?
    3. You must express your ideas so they will be interesting to other students. What do you think would be the effect on your audience if you wrote too much or too little?
    4. Pictures and narration will have to be placed on a story board. This can easily be done by cutting the Student Resource 4 into units and stapling them in order on the bulletin board. Why do you think the proper order and sequence is necessary?
    5. Procedures for photographing pictures. Why is extreme care necessary when using photographic equipment?

00061

c. Have students use textbooks to suggest topics to be included in their slide show. On the chalkboard, make two columns, one causes and one battles. As the students make their suggestions, place them under the proper column. When complete, have students choose topics for research. Give each student an information sheet, Student Resource 5. Explain what they are to do. (The information about picture location at the bottom is very important.) Allow sufficient time for information and picture gathering.

d. Distribute storyboard dittoes (Student Resource 4). In the picture portion, have students either draw an example of the picture they need or write the book title and page number where it can be located. Then have students write a sentence or two for the narration. It may be that the topic requires more than one "frame," if so give the student more storyboard dittoes. It is practical, however, to limit the number of slides in a slide show to twenty each, including a slide for title, credits (either class or individual names) and "The End." Put the storyboard frames in correct sequence on the bulletin board.

e. Arrange for students to narrate the slides.
   1) Read narration (play fife and drum or appropriate music in the background)
   2) Use a bell or chime (obtain from music teacher) to signal slide changes

f. When complete, show the sound slide show to the class. Evaluate it for accuracy, good pictures, and good narration.

g. As a summarizing activity, have students create word puzzles and discussion questions that could be used with the presentation. If you wish, the unit could be placed in the school media center. This will give students the feeling that they have created something very worthwhile.

h. REMARKS:
   1) The activity is highly motivating. Some students will become very interested in photography.
   2) It creates interest in students who are not directly involved.
   3) If this activity is done with a low ability group, it is suggested that the teacher emphasize the importance of the project. The lower groups will also need some aid in narration.
   4) Time: approximately two weeks.

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16. Objective: Identify strategic points and the effects of geography on troop movements during the Revolution.

Activity: Obtain the game "1776" from a department or toy store. (Avalon Hill; cost is approximately $9) Students will find this game interesting to play because it simulates troop movements and combat on an accurate playing board. Realism is attained by time limitations for game play (the only time dice are used is to resolve combat); the involvement of Indians, militia, tories, and French forces in combat; terrain limitations (such as rivers, mountains); and six game simulations (a basic game, Saratoga, Yorktown, Campaign for Canada, Southern Campaign, and a total Campaign involving two game boards). The basic game and most of the simulations (the Campaign game excluded) can be played in an hour to 90 minutes.

17. Objective: Analyze folk song of the Revolutionary War period, and explain how music can be used to interpret the mood, hopes, desires and problems of people, especially as they are related to revolution.

Activity: Play records of selected excerpts from several popular singing artists such as the Beatles, Bob Dylan, The Supremes, The Temptations and Simon and Garfunkel. Have pupils listen to words as well as the melody. Ask: a. What is this generation saying? b. What are some of its problems? c. What is significant about the melody? Point out that music reflects the mood of a people as well as their hopes, desires, and problems.
Then play several of the recordings from Folk Songs in American History: "Revolutionary War" period. (B/S 125 in Resource Center.) Summarize by using the prepared guide questions on Student Resource 6 and 7. Stress how the conflicts of the colonists were reflected in their songs. Point out the examples of symbolism used in the songs as well as the literary device of satire.
In the class discussion of the record, have pupils list those lines of the songs which helped to build the morale of the colonies. Have pupils list the melodies of these songs they consider contributing to a warlike spirit among the colonials. Have pupils bring in present-day folk and protest songs. Raise these questions:

a. Are there any comparisons that can be made between these songs and the songs of the Revolutionary War era?
b. What messages do they convey?
c. Do they "turn you on?"
d. Do you think that leaders in the government might be "turned on?"

E. Evaluation

THOUGHTS ON REVOLUTION

"When people are content, there will be no revolutions."

"In times of revolution, rich people are always the ones who are most afraid."

"It has been said that Revolution can be called Progress; and Progress can be called Tomorrow."

"Revolutions never go backward."

"A reform is a change in something that is wrong; a revolution is a change in who is in power."

"A popular revolution usually means the change in power from small number of citizens to a larger number of citizens."

"A revolution is a dramatic sudden substitution of one group in charge of running a country for another group."

"Inferiors revolt in order to be equal, and equals revolt in order to be superior. Such is the thinking that creates revolution."

"A revolution was first a thought in a person's mind."

"Revolutions are opinions backed by weapons."

"Revolution is the last step when everything else has failed."

Directions:

1. Rank the above thoughts on revolution into three categories:
   Always True Sometimes True Seldom True
2. Which of the above thoughts on revolution can be applied to the American Revolution of 1776?
3. Which of the thoughts on revolution can be applied to all forms of revolution, be they social, political, or economic?
4. Choose one thought you most strongly agree with and explain why you think it is the best thought on revolution. Choose one thought you most strongly disagree with, and explain why you think it is not appropriate.

F. Resources

1. "A Nation Conceived and Dedicated" sound filmstrip series, Scholastic Social Studies Center, 904 Sylvan Avenue, Englewood Cliffs, N.J. 07632.

2. "The American Revolution: The Impossible War," Film 941, Resource Center.

3. Davis, Burke, America's First Army, Holt, Rinehart, Winston, Colonial Williamsburg Foundation, 1970. (Available from Colonial Williamsburg).

4. "Negro History," Springboards.

5. "Revolution" recording by the Beatles.

6. "1776," game, Avalon Hill Company.

7. "Silhouettes in Courage" multimedia package, (K 17) Resource Center.

The Poem, "Revolution," by Lennon and McCartney has been removed to conform with copyright laws.

Unit II Experience II

Student Resource 2

name	date
section	name of report

NOTES: (Include important events and people)

ANSWER:

1. What was the importance of this battle to the Revolutionary War cause?

2. If I were a general during this battle and could make one change or suggestion to the commander in chief, it would be . . . .

00067

Unit II Experience II

Student Resource 3

Virginia, Dec., 4, 1775.

By the REPRESENTATIVES of the PEOPLE of the Colony and Dominion of VIRGINIA, assembled in GENERAL CONVENTION.

A DECLARATION.

Whereas Lord Dunmore, by his proclamation dated on board the ship William, of Norfolk, the 7th day of November, 1775, hath offered freedom to such able-bodied slaves as are willing to join him, and take up arms, against the good people of this colony, giving thereby encouragement to a general insurrection, which may induce a necessity of inflicting the severest punishments upon those unhappy people, already deluded by his base and insidious arts; and whereas, by an act of the General Assembly now in force in this colony, it is enacted, that all Negro or other slaves, conspiring to rebel or make insurrection, shall suffer death, and be excluded all benefit of clergy: We think it proper to declare, that all slaves who have been, or shall be seduced, by his lordship's proclamation, or other arts, to desert their master's service, and take up arms against the inhabitants of this colony, shall be liable to such punishment as shall hereafter be directed by the General Convention. And to the end that all such, who have taken this unlawful and wicked step, may return in safety to their duty, and escape the punishment due to their crimes, we hereby promise pardon to them, they surrendering themselves to Col. William Woodford, or any other commander of our troops, and not appearing in arms after the publication hereof. And we do farther earnestly recommend it to all humane and benevolent persons in this colony to explain and make known this our offer of mercy to those unfortunate people.

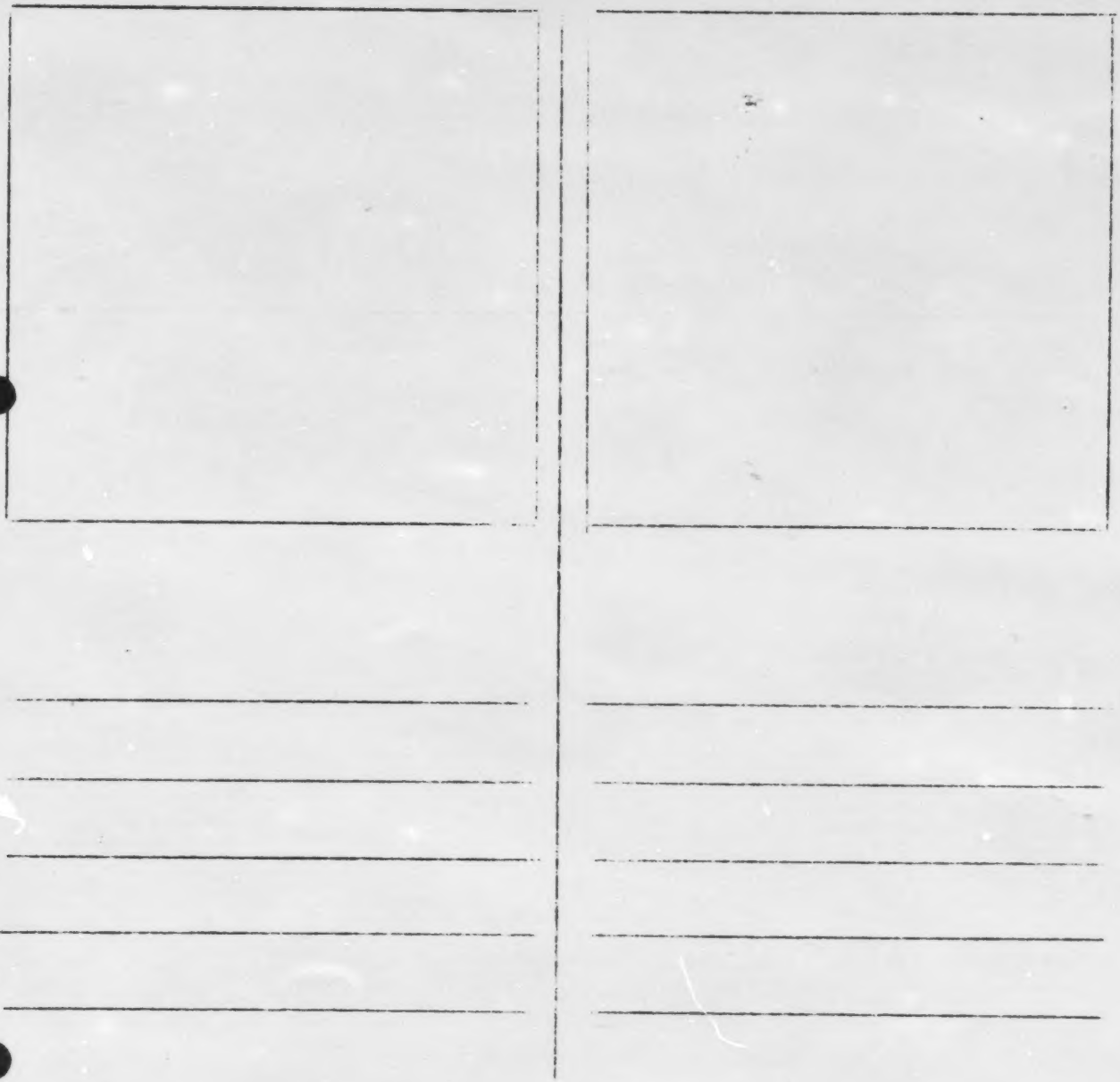
EDMUND PENDLETON, president.

00068

Unit II Experience II

Student Resource 4

Sample Storyboard Page



00069

Unit II Experience II

Student Resource 5

Sample Report Page

_____
name

My Topic is:

My Resources are:

My Notes are:

Picture: from book ▱: Title and page number of book:

to be drawn ▱ _____

00070

Unit II Experience II

Student Resource 6

FOLK SONGS OF THE REVOLUTIONARY WAR

Questions to Guide the Listening

Revolutionary Tea

1. Who is the old lady in the song?
2. Who is the old lady's daughter?
3. What factors are mentioned in the song as separating the daughter from the mother?
4. Is the old lady wealthy? Does this make her contented?
5. What does the mother ask of the daughter?
6. How does the daugbter reply?
7. How does the mother reply in rage?
8. What did the old lady do now?
9. How did the daughter receive the tea conveyed to her door?
10. What were the results?
11. List the examples of symbolism.

Johnny Is Gone For A Soldier

1. Who is crying because Johnny has gone for a soldier? How is the extent of her grief indicated?
2. What three precious possessions has she sold for Johnny? Why?
3. How does she seek peace with Johnny's going for a soldier?
4. The Beatles have used "Buttermilk Hill" in their songs. Check for use and meaning there.

Unit II Experience II

Student Resource 7

The Girl I Left Behind Me

1. In stanza one, how does the soldier indicate he is lonely? For whom?

2. What is the soldier seeking? How has time passed too quickly?

3. What night does the soldier remember? Why?

4. What does the soldier ask in stanza four?

5. What is the name of the camp?

Riflemen of Bennington

1. What question does the rifleman ask of the Redcoats? Where does the danger lie? What message does the bugle sing?

2. What faith does the colored soldier put in the rifle?

3. In the third stanze, how are the British warned by the riflemen? Who is the leader of the Bennington riflemen? Does the rifleman consider himself a good marksman?

4. What fate awaits the British on horses according to the marksman from Bennington? How will flint and trigger solve the problem?

The Country Dance

1. How is Cornwallis "made fun of" by the colonials?

2. How is Nathaniel Green praised?

3. In stanza two, how had Cornwallis' troops behaved in England?

4. How is Washington confusing Cornwallis in stanza three?

5. How is Cornwallis' situation pointed out as hopeless in stanza four? What mention is made of the pipes?

Experience III

A. Question: What was America like immediately after the Revolutionary War?

B. Purpose: Americans had waged war with the British from 1775 to 1781 to obtain their freedom from that country's colonial rule. But now having earned that much sought after freedom, the nation followed a course which has come to be named the "Critical Period." Why was the era a critical one? What problems were Americans having? In this experience, you will identify the characteristics of the America of the 1780's and determine for yourself why it is called the "Critical Period."

C. Objective: You will be able to appraise the strength of America as it emerged from the Revolutionary War. To accomplish this, you will be able to:

1. Describe territorial changes in North America after the Revolution.

2. Describe the government, and social makeup of America.

3. Explain how certain events showed some Americans that a change in government was needed.

D. Suggested Activities

1. Objective: Explain in your own words why one American farmer was proud of his country.

   Activity: In the text Inquiry Experiences in American History, there is a brief reading with three questions on page 48. Have students read and discuss the questions. Then ask each student to write a paragraph or two concerning the last statement on the page, "Here man is free as he ought to be!" How is the statement either true or inaccurate today?

2. Objective: Describe the characteristics of Americans as described by Michael Crevecoeur.

   Activity: Distribute copies of Student Resource 1. Have students read it and discuss the questions below.

   a. According to Crevecoeur, how are Americans different from Europeans?
   b. Would the type of Americans described by Crevecoeur be more likely to rebel against a government than poor Europeans? Why?
   c. Why is America the "most perfect society now existing in the world?"
   d. If our society was so perfect, as stated by Crevecoeur, why would Americans fight a war for independence from England?
   e. Do you agree with Crevecoeur's view of Americans? Why or why not?

3. Objectives:

Draw on a blank United States map the territorial changes which took place in North America as a result of the Revolutionary War.

List the main points of the Paris Peace Treaty of 1783.

Activity: Distribute a blank United States map to the students and have them draw the southern, western, and northern boundary lines of the United States as they were established by the Treaty of Paris signed in 1763.
Then have the students draw the boundaries of the United States according to the terms of the Treaty of Paris in 1783.

The student may use colored pencils to identify the various boundaries. Answer the following questions.

a. How are they different?
b. What countries controlled the territory surrounding the United States in 1763? in 1783?
c. Why did England prefer having Americans, instead of the French or Spanish, own the area west of the Appalachians?

Have students use current or past periodicals to locate examples of how territorial changes occur in much the same manner today.

4. Objective: Describe the government of the United States under the Articles of Confederation.

Activity: Have students use the school media center to locate information about the Articles of Confederation. At this time, concentrate primarily on achievements of the Articles, such as:

a. Guiding the nation through war.
b. Passing and enacting the Land Ordinance of 1785.
c. Passing and enacting the Northwest Ordinance of 1787.

Have students use audio-visual material to create class presentations or learning stations about each topic.

5. Objective: Analyze the composition of the population of the United States after the Revolution.

Activity: Reproduce the information on the population of the United States, 1790 census (Student Resource 2). Have students answer these questions.

a. How many people were living in the United States in 1790?
b. How many of these were white? How many Negro? Were all the Negroes slaves?
c. How did the size of the white population compare with that of the Negro population? Was the Negro population a large group?
d. What nationality groups were represented at this time?
e. What nationality was the largest group?
f. Was any nationality group a majority of the population?
g. What can you say about the population of the United States from its earliest days?

00074

6. Objective: Describe the affects of the American Revolution on foreign areas.

Activity: In small groups, or as individuals, have students describe the revolutions that occurred immediately after the American Revolution. Tell them to focus their study on France and South America. Organize information about each revolution into the following categories:

a. Causes
b. Nature of the revolution
c. Results (political, economic, social)

Students may present their information to the class by reports, skits, socio-dramas, or by constructing a bulletin board using "Revolution" as the title. If they choose to make a bulletin board, have students locate (or draw) appropriate illustrations, charts, maps, and graphs. This activity is suggested for higher ability groups.

7. Objective: Explain how Shay's Rebellion emphasized the weaknesses (and ultimate failure) of the Articles of Confederation.

Activity: Review with students the meaning of rebellion. Give students the following situation: "The Revolution is over. The thirteen American colonies are now the thirteen American states. Just a few years after the war, you receive news of a rebellion by citizens of one of the states. Formulate hypotheses as to possible reasons or causes for rebellion in post-war America."
When the students have completed their hypotheses, list them on the board and discuss them. Narrow the list to the five best ones. Then play the Time-Life recording, "The Making of America," selections 15, 16, and 17. Evaluate the hypotheses on the basis of the description in the recording. Summarize by having students respond to the following question: How did Shays' Rebellion point out the weaknesses in the national government?

00075

8. Objective: Explain three reactions to Shays' Rebellion.

Activity: To complete this activity, students will need to have completed background about Shays' Rebellion.
Divide the class into three groups, and give each group one of the quotes below.

a. Abigail Adams said that "the Shaysites are destroying the very foundations of the nation, but are doing the nation a great service."
b. Thomas Jefferson said, "A little rebellion now and then is a good thing."
c. George Washington said, "We have probably had too good an opinion of human nature in forming our confederation."

Tell the students that they have ten minutes to discuss among themselves what each person meant by their statements. Remember, each quote deals with Shays' Rebellion. When the allotted time is up, tell students that they are now at the trial of Daniel Shays. Have members of each group:

a. Either tell Shays he was right or wrong.
b. Explain why Shays was right or wrong.
c. Convince the court to accept what your quote says.
d. Prove to the other groups how incorrect their opinions (quotes) are.

When the discussion is finished, have the members of the group express how the person who made their quote would react to the following:

a. The war in Viet Nam.
b. The draft protestors in the late 1960's.
c. Women's Lib.
d. Black "Revolution".

9. Objective: Describe important people of the "Critical Period" of our nation's history.

Activity: Select students to locate information on the people listed below. Tell the students that they will assume the role of that person during an on-the-spot street interview:

a. George Washington (and Shays' Rebellion)
b. Robert Morris (and the nation's financial situation)
c. Daniel Shays (during his rebellion)
d. John Hanson (President of the Congress)

Have the class question the people as to how they think the country is being run, what hopes there are for the future, and whether or not they believe the country would have been better remaining under the rule of England.

00076

10. Objective: Explain how the Mt. Vernon and Annapolis meetings foreshadowed the Constitutional Convention.

Activity: Select two groups of students to locate information and create a play on the Mt. Vernon and Annapolis meetings of 1785 and 1786. Since they will probably only locate the main happenings, students will have to use their imaginations and create likely dialogue and situations. Present the plays to the class. Culminate ideas by discussing the following questions after each play.

a. What was the meeting about?
b. Who was involved?
c. What was the outcome?

The outcome of the Annapolis meeting was to call for a meeting of all the states in convention at Philadelphia the following year for the sole purpose of amending the present government (Articles of Confederation). Have students suggest what kinds of things they think will be discussed there.

11. Objective: Apply information about the Revolutionary War by using supplementary readings.

Activity: The SRA set Dimensions in Reading: An American Album contains many readings at different levels for students to use. The numbers of the selections are: 27, 66, 132, 152, 172, 186, 191, 210, 239, 249, 272, 285, 293.

E. Evaluation

1. Many historians describe this period of American History as the "Critical Period." In several paragraphs, give reasons why you think this is so, and state why you either agree or disagree with this description.

2. Plan and present a talk show using the title "America in the 1780's--Are the Times Really Critical?" Have some of the students represent people of the time such as Washington, Jefferson, Shays, and average citizens, in order to discuss the question in the title and to accept and answer questions from the audience.

3. You are the King of England, and you have just lost the American colonies through their revolution. Write a letter to the editor of the London Times expressing your feelings at this time.

000777

F. Resources

1. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1971.

2. Dimensions in Reading: An American Album, SRA.

3. "The Making of a Nation," Time-Life Records, 1963.

00078

Unit II Experience III

Student Resource 1

I wish I could be acquainted with the feelings and thoughts which must agitate the heart and present themselves to the mind of an enlightened Englishman when he first lands on this continent... If he travels through our rural districts, he views not the hostile castle, and the haughty mansion, contrasted with clay-built hut and miserable cabin, where cattle and men help to keep each other warm, and dwell in meanness, malice and indigence. A pleasing uniformity of decent competence appears throughout our habitations. Lawyer and merchant are the fairest titles our town afford; that of a farmer is the only appellation of the rural inhabitants of our country. It must take some time ere he can reconcile himself to our dictionary, which is but short in words of dignity, and names of honour... We have no princes, for whom we toil, starve, and bleed; we are the most perfect society now existing in the world.

Letters from an American Farmer,
1782, by Michael Crevecoeur

00079

Population Groups: 1790 Census

Group	Population 1790	Percent of Total Population
White	3,172,000	80.7%
Free Negro	59,319	1.5%
Slave Negro	697,681	17.8%
Total Population	3,929,000	100.0%

Indians living in the various states were not counted in the 1790 census. No accurate figures are available for Indian population in 1790.

National Origins: 1790 Census

Country of Origin	Population in U.S. 1790	Percent of Total Population
England	1,935,743	49.1%
Scotland	266,276	6.8%
Ulster	192,320	4.8%
Free State	98,364	3.0%
Germany	278,964	7.0%
Holland	109,848	2.7%
France	54,924	1.4%
Sweden	23,104	0.6%
Unassigned	212,352	5.3%
Totals	3,172,000	80.7%

Political Cartoons

A. Purpose

This mini-unit is designed to help teachers with ideas and source materials for developing the skills of creating and interpreting political cartoons. It should also stimulate the student's curiosity and interest in using political cartoons as a method of learning about events in history. The unit is designed to equip the student with certain concepts which will be emphasized in future experiences and activities.

B. Objectives: The student will be able to:

1. Find and identify political cartoons found in books, magazines and newspapers.

2. The student will explain the meanings of political cartoons as pictorial editorials, indicators of political culture, or indicators of controversial issues.

3. The student will explain the use of political symbols.

4. Given an event, the student will be able to create a political cartoon describing it.

C. Key Question

How do political cartoons describe, explain, and interpret the meaning of events in the United States history?

D. Major Skills: The student will be able to:

Find and recognize political cartoons and then:

1. Analyze the meanings of specific political cartoons.
2. Interpret the message of specific political cartoons.
3. Evaluate the success of the cartoon in transmitting its meaning to the reader.
4. Create a political cartoon.
5. Prepare a bulletin board using original cartoons.

00081

Problem: How do political cartoons describe, explain, and interpret the meaning of events in United States history?

1. Objective: Explain how a cartoon is able to depict a situation.

   Activity: Have students think about a specific situation in which they were involved either at home or in school. Distribute a sheet of drawing paper (or white ditto paper) to the students and have them draw a picture representing that situation. When they are finished, have them share the drawings with the other class members not telling them what the picture describes. Then ask individuals to interpret the picture and describe the situation that is being depicted. Conclude the activity with a discussion as to how drawings, or cartoons, are able to communicate ideas without using words.

2. Objective: Locate political cartoons and develop a series of questions that could be used in interpreting them.

   Activity: Have students skim through various sources in the classroom to locate examples of political cartoons. Some suggested resources are:

   a. Inquiry: U.S.A.: pages 70, 72, 116, 117, 126
   b. Our Country's Story: pages 75, 91, 96, 114, 122, 138, 146, 158, 172, 181, 192, 201, 208, 215
   c. The Free and The Brave: pages 331, 333, 340, 453, 459, 463
   d. Your America: pages 129, 192, 201, 204, 206, 380, 394
   e. A Nation Conceived and Dedicated: pages 41, 135, 158, 160
   f. The Promise of America: I: pages 71, 128, 137, 152
   g. Selected Case Studies: Vol. I: pages 104, 153
   h. Inquiry Experiences: pages 12, 54, 108, 109
      Selection 19: "Reading A Cartoon"
      Selection 20: "Interpreting A Cartoon"
   i. The Americans: pages 84, 86, 241, 294, 330, 355
   j. To Change The World: pages 134, 138, 180

   After they have found political cartoons, have the students (either individually or in groups) interpret their meanings. Have a time for individuals or groups to show their cartoon and explain its meaning. After all individuals or groups have done this, develop as a class a series of questions (See Teacher Resource 1) that could be used when finding the meaning of a political cartoon. When complete, have a student rewrite them on a large sheet of construction paper to be placed on the bulletin board and used during their study. As a home assignment, have students use magazines and newspapers to locate political cartoons. Ask students to bring them to you before class. Have the cartoons thermo-faxed for use on the overhead projector.

3. Objective: Analyze and interpret political cartoons brought in from home.

   Activity: Review the questions that were developed earlier in class. On the overhead projector, show three or four political cartoons that have been previously thermo-faxed. Using the questions that were developed in class, have students interpret the meanings of the cartoons. After each cartoon has been interpreted, point out various symbols and ask students to tell you what each represents. Have students discuss how the symbols communicate ideas without the use of words.

4. Objective: Research information to identify how various symbols in political cartoons were developed.

   Activity: Select several students to use the school media center to find out how various symbols found in political cartoons were developed. Suggestions for research would be the Democratic "Donkey," the Republican "Elephant," and Uncle Sam. Have students report their findings to the class orally or by creating a bulletin board depicting the evolution of the symbol and showing how it has been used in cartoons.

5. Objective: Interpret political cartoons in order to create a learning station.

   Activity: Have students bring in political cartoons from home or re-draw one they have located in a text. Separate the class into groups of two or three students, giving each group a manila folder or large sheet of construction paper. Each group will create a learning station involving a political cartoon by means of the following:

   a. State the objective--the objectives for all of the stations will probably be the same. Instead of having the students rewrite it on every station, write it on the chalkboard. This could be used as an example: You will be able to analyze, interpret and evaluate a political cartoon.
   b. Put the political cartoon on which your station will be based in the folder or on the construction paper. (The teacher should check the cartoons to be sure that there are no duplications.) You may use color pencils or markers, or if you clipped it out of the newspaper, paste it in the folder or on the construction paper.
   c. Decide on the best questions to ask someone so that they can describe what the cartoon means. If the class developed a set of questions as mentioned in activity 2, students could use these for their stations. Also include questions like: What is the cartoonist's opinion about the situation? Is it the opinion of many people? How do you think people with views opposite of those of the cartoonist would describe the same situation?
   d. Include a summary question about the cartoon, for example, "How is the cartoonist successful at getting his point across?" A variation to this method would be to put all of the cartoons on the bulletin board and have students choose one or two to interpret.

00083

6. Objective: Create a cartoon to illustrate one problem that exists in the school.

   Activity: After the students have a good working knowledge of political cartoons and how they communicate meaning, have the students select (on an individual basis) what they think is a problem in their school and create a political cartoon depicting it. If your school has a newspaper, perhaps one or two of these could be printed in it.

7. Objective: Identify and describe components of political cartoons.

   Activity: Obtain the video tape "Newslab: Political Cartoons"(VTR 7) from the Resource Center. Have students view the program to reinforce and culminate their studies on political cartoons. (Newslab can also be used to introduce the study.) Discuss the program, having students tell those things they saw that were new to them and that perhaps made the meaning of political cartoons more clear.

8. Objective: Describe how political cartoons are made after listening to a speaker.

   Activity: Invite the cartoonist from the Carroll County Times to speak to the class. He will discuss how political cartoons are made and about cartooning as a career.

9. Objective: Interpret political cartoons, judge their meanings, and create a cartoon expressing the opposite point of view.

   Activity: Have half of the class identify one event in the news or a problem they believe exists in the school and create a political cartoon describing it. When they have finished, collect all of the cartoons and pass them out to the other half of the class. Their direction will be to create a political cartoon that expresses the opposite point of view as the cartoon they have. When they are finished, display both cartoons and have students evaluate the point that was first made and the opposite point.

10. Objective: Create a bulletin board to be kept daily during the study.

    Activity: Assign a small group of students to make a bulletin board of political cartoons that appear in the newspaper during the week of study. The cartoon "of the day" can be used each day to begin discussion.

00084

E. Evaluation

1. Divide the class into small groups. For each group, make up a situation for them to synthesize by means of a political cartoon. Collect cartoons and display them.

2. Have the students clip a news article concerning an event of national or international significance, bring it to class, and create a political cartoon describing it.

F. Resources

1. Anderson and Shufelt, Your America, Prentice Hall, Inc., 1964.

2. Branson, M., Inquiry Experience in American History, Ginn and Company, 1970.

3. Eibling, King and Harlow, Our Country's Story, Laidlow Brothers, 1965.

4. Fenton, E., The Americans, American Heritage Publishing Co., 1970.

5. Gardner, Berry and Olson, Selected Case Studies in American History, Vol. 1, Allyn and Bacon, Inc., 1969.

6. Groff, H., The Free and Brave, Rand McNally and Co., 1967.

7. Hoexter and Peck, A Nation Conceived and Dedicated, Scholastic Book Services, 1970.

8. Kane and Glover, Inquiry: U.S.A., Globe Book Company, 1971.

9. Meltzer, M., To Change the World, Scholastic Book Service, 1970.

10. "Newslab: Political Cartoons" (VTR 7), Resource Center.

11. Roden, P., The Promise of America, Vol. I and II, Scott, Foresman and Company, 1971.

12. Schwartz and O'Connor, The Developing Years, Vol. I, Globe Book Company, 1971.

00085

Political Cartoons Mini-Unit

Teacher Resource I

What is this cartoon about?
Does the title tell?

What do the symbols represent?

What do I know about this affair or person?
Have I read about or discussed this problem?

What is the cartoonist telling me about this?
Does he want me to understand more fully?
Does he want me to take sides and feel some emotions?

Do I agree with this point of view?
Has the cartoonist convinced me?
Has he reinforced ideas I had before?
Should I learn more about this?

00086

UNIT III

How Was Our Government Established?

A. Rationale

Government, in many forms, has been with mankind for many thousands of years. Some have classified types of government as "good" and "bad." But who really determines whether government is good or bad, the people in the government or the governed? As stated in our Declaration of Independence, the government is to serve the people, and when it becomes destructive of these ends, it is the right of the people to alter or abolish it. It is, ideally, for this reason that the American Revolution was fought. What the Declaration omitted was "...and be changed to what?" It is this problem that confronts the concerned American populace during and after the war for independence, and it is this question that students will be exploring in order to gain an understanding of what our American democracy is and why it was chosen as a form of government for our country.

B. Objectives The student will be able to:

1. Define the term government as it applies to man and society, listing the ways it attempts to meet their needs.

2. Explain why and how the Constitution was created as a plan of government for the United States.

3. Explain how the Bill of Rights provides for and ensures individual rights and freedoms within our democratic society.

C. Key Questions

1. What is government, and how does it attempt to meet the needs of man and society?

2. Why and how was the Constitution created as a plan of government for the United States?

3. How does the Bill of Rights provide for individual rights and freedoms within our democratic society?

D. Major Skills

1. Organize and present material after these steps:
   a. Locate information from various sources.
   b. Interpret information.
   c. Formulate conclusions.
   d. Evaluate information.
2. Present information by:
   a. Discussion
   b. Group reports
3. Defend one's point of view.

00087

Experience I

Function of Government

A. Question: What is government, and how does it meet the needs of man and society?

B. Purpose: When conditions exist so that people decide that their social, economic and political lives need some order and direction, they gather together to create a system that can provide them with the controls which are needed in their society. Such is the situation in which the New Americans found themselves in the last half of the 1780's. What should be done to make the young United States a workable, strong nation? Through vicarious experience and reference work, the student will answer that question himself in this experience.

C. Objectives: The student will be able to define government as it applies to man and society, listing the ways it attempts to meet their needs. To accomplish this, you will be able to:

1. Define government as it applies to all societies.

2. Describe the cooperation and conflicts that arise when people attempt to create a government.

3. Explain the differences in the four major types of government (dictatorship, oligarchy, direct democracy, representative democracy).

D. Suggested Activities

1. Objective: Write a definition of the concept "Government" that can be applied to all societies.

   Activity: Group and Class Discussion.

   a. Break students into five or six groups. Have each group work up a definition of the term "Government."

   b. Write each of the definitions on the chalkboard. Have students discuss each definition, and ask them to come up with situations where the definitions would not apply. Be sure students understand why their definitions are not universal.

   c. After discussing the strong and weak points of each definition, have the class develop a definition that can be universally applied.

   d. Have students prepare a written response to the question, "How does the type of government we have in the United States fit this definition?"

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2. Objective: Identify strengths and weaknesses found in different forms of government established throughout the world.

   Activity: Have students locate information about the four types of government listed on Student Resource 1. In addition to completing the chart, have them respond to the following questions:

   a. How do the persons in leadership positions achieve their status?

   b. Is the Constitution merely a "glorious" piece of paper, or is it applied regularly in conducting the business of the government?

3. Objective: Identify the different types of democracy.

   Activity: Have students define representative and direct. Ask,

   a. How do the two terms relate to democracy?

   b. What type democracy do we have?

   c. Does the representative type diminish the degree of democracy? Why?

   List and disucss the many ways in which we are represented.

   Example: the House of Representatives
   an athlete at the Olympics
   a president when dealing with foreign leaders
   a soldier when protecting our country
   a senator

   a. Do you think this is a good method of government for the United States?

   b. Do you think democracy should be the government for everyone in the world? Why or why not?

4. Objective: Identify the meanings of the four types of government.

   Activity: Have students define government. Then divide the class into four groups. Each group role plays an activity which shows lack of organization. Each group, out of dire necessity, will probably select a leader, set up rules and establish a government. It often turns out that the four groups represent the four main types of government: dictatorship, oligarchy, direct democracy and representative democracy.
   Summary: Ask students, "Do you think your school should have a student government in operation? What type would you recommend? Why?

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5. Objectives: Describe some of the problems that arise when people attempt to create a government. Explain which of the four main types of government are best at solving different problems.

Activity: The "Borka" Simulation Game is an excellent method for helping students understand the many problems that are inherent in trying to create a national government for a country. See Promise of America: The Starting Line, pages 118-125 and the Teacher's Guide, pp. 24-25. The following resource sheets describe how to organize and follow through with the simulation.

BORKA GAME

The students should be told that they are about to become involved in creating a national government for an imaginary country called Borka.

A. The students are first introduced to the country of Borka. Maps of Borka should be dittoed and handed out. A short, large group, map-study lesson should follow. By answering key questions such as the following, the students will be able to identify basic facts about Borka.

1. How many states are in Borka? Name them.
2. How many countries surround Borka? Name them.
3. Is Borka situated on an ocean? How do you know?
4. Are there rivers in Borka? Name them.
5. Which Borkan state is mountainous? Name the mountains.
6. Does Borka have a seaport? Name? In what state?
7. Does Borka have a lake?
8. Does Borka have a railroad?
9. Does Borka have a chief trading center? Name it. How do you know?
10. Which state of Borka is mostly desert? How do you know?

The teacher can check student understanding by describing the Borkan tribes and having students (through geographical indications from the map) take an educated guess as to which state they lived in.

B. Students should now receive a fact sheet on the four Borkan tribes (see Promise of America, Teacher's Guide, page 24). and discuss tribal particulars. Now divide the class into four tribes. The tribes should be told that at the end of the following activities they will have to create a national government for Borka:

1. Choose a tribal leader.
2. Create a tribal flag.
3. Make a poster which states the problems of Borka as seen by your tribe.
4. Create a tribal song.
5. Create a National Borkan Flag.
6. Answer questions concerning Borka's needs and types of possible governments (Page 125, Promise of America,) and choose two representatives to take part in a Borkan Congress for Unity.

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Purposes of the previous procedures-
1-4: Develop a strong sense of tribal nationalism.
5-6: Realign thoughts toward unification of states.

C. Borkan Congress

1. Physical setting: chairman (teacher or student) should be seated in the front center of the room. Place four tables in a semi-circle, and seat two representatives from each tribe at a table. A stick with a sign at the top indicating the name of the tribe should be attached to each table. Representatives could be provided with pitchers and cups for drinking water. Choose a student to be secretary, and seat this person to the right of the chairman. Tribal flags should be displayed on the wall, and national flags should be placed on the wall behind the chairman.

2. Agenda

   a. Roll call by secretary.

   b. Delegations stand and salute the tribal flag while each tribe sings or recites their tribal song. (Fostering inter-tribe respect)

   c. Each delegation presents what they consider to be Borka's problems to the other members of the Convention.

   d. Discuss, debate, and vote on the questions which each tribe gives before the convention. Also, vote on the type of government which could best solve each problem.

   e. Debate and vote on the following questions: "Which government will the people of Borka support?" "What type of government is best for Borka?"

   f. Discuss and/or debate the problem, "What rights ought to be given to the people of Borka?"

D. De-Briefing - Follow this basic outline.

1. Have students state what they believe to be the purpose of the Borka simulation. List and explain the many various problems which must be considered in creating a government, such as leadership, taxes, defense, support, efficiency, laws and representation.

2. Discuss why students chose various types of government as the best way to solve their own specific problems, and from this discussion, list the strengths and weaknesses of each type of government. The class should be able to use its Borka experience to complete this list.

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3. Divide students into groups of five. Using Borka as an example, have each group discuss the following statement: "Explain the many different problems that can arise in trying to create a government for peoples of different backgrounds, cultures, ideas, concerns and attitudes." The class as a whole then discusses and analyzes the various group answers.

6. Objectives: The student will be able to:

1. Make a list of concerns which are common to all forms of government.
2. Describe some of the problems which arise when people attempt to create a government.

Activity: Have students pretend that they are going on a class trip to Japan. Tell them their plane develops engine trouble and crashes on a South Seas Island. All adults aboard are killed in the crash and only the kids have survived. The Island consists of beaches, rain forests and mountains, but it is uninhabited. The students must decide.

a. What major problems must be overcome.
b. How they will organize to survive.
c. What form of government they will create.

Allow students approximately ten minutes to discuss the problem. Afterwards, ask students such pertinent questions as:

a. Did one person take control? Who? Why?
b. What problems did you have to solve?
c. Was there disagreement? Over what? How was it resolved?

3. Have students respond to the following question, "Could the young United States have had the same problems your group did? Why?"

7. Objectives: The student will be able to:

1. Make a list of concerns which are common to all forms of government.
2. Describe some of the problems which arise when people attempt to create a government.

Activity: In Law In A New Land, pages 1-25, there is a reading selection about five young astronauts who find themselves trapped on the moon. The story tells about different concerns which prompt them to create a government. The story also focuses on the problems they have in attempting to organize in order to survive. The selection has appropriate inquiry based on questions and activities. This activity provides an excellent basis for further study or discussion of the Constitutional Convention in 1787.

00092

8. Objective: The student will be able to list the ways which government meets the needs of society after learning how to organize and operate a political campaign.

Activity: The following activity was submitted by Virgil Rhoten. It is a simulation which helps students relate politics to government.

Objectives

a. Write political speeches and present them.
b. Prepare a bulletin board to interest and prepare students for voting.
c. Set up a "mock election" of candidates by voting.

Procedures

a. Prepare political speeches for candidates.
b. Present speeches to students.
c. Prepare a bulletin board using slogans, pictures, buttons, hats and other pertinent information.
d. Make political cartoons about candidates and their ideas on political issues.
e. Make signs, poems, slogans, and campaign buttons for use in the campaign.
f. Prepare ballots, vote and announce winners on the P. A. system.

E. Evaluation

1. For each of the following situations, list reasons why a form of government is needed, and tell what could happen if a government is not organized:

a. A social fraternity of fifty men at a college.
b. A small town of 6,000 people which has been created in Northern Alaska due to increased oil drilling.
c. Five men capsize their boat and are stranded on an island in the middle of the ocean.
d. A group of thirty students are touring through the Sahara desert. One night while camping, they hear a strange noise and their guide and teacher go out to check. By morning the two adults have not returned, and there is no evidence as to their whereabouts.

2. Student Debate: Panel

a. Break students into four groups and assign each group a type of government (dictatorship, oligarchy, direct democracy, representative democracy)
b. Have each group develop a position paper stating why their form of government is best.
c. Each group should choose two representatives to take part in a panel debate or the question, "Which is really the best form of government?"
d. If possible, record the debate with a video-tape recorder, and replay it for students to evaluate and criticize.

3. Have students read each of the following situations and label them as implying one of the following types of government: oligarchy, dictatorship, direct democracy, representative democracy.

Read the following paragraphs and tell which type of government is disguised in each.

a. A plane crashed on an island in the Pacific Ocean. Forty students were the only survivors. Jack, Billy, Joan, and Debbie were the oldest, so they told the other kids what to do.

type of government_____

b. Five United States astronauts landed on the moon, but their space ship was damaged, and they had no radio communication with earth. If they tried to blast off, there would only be a fifty-fifty chance they could break free from the moon's gravity. By a show of hands the astronauts agreed to take the chance, and fortunately, they succeeded.

type of government_____

c. Marshall Dillon was leading a posse after four badmen who robbed the Dodge City bank. After a few hours they came to a fork in the road, and Mr. Jones (the scout) said that the robber's tracks split up. Marshall Dillon told five of the posse to follow the tracks that went into the desert, and he and six others followed the tracks to the mountains.

type of government_____

d. Big Bad Bill was terrorizing the people of Gray Gulch, Colorado, way back in September, 1880. Bad Bill was breaking windows, ransacking stores, and scaring the townspeople to death. Gray Gulch's sheriff, Good Guy Gary, was out of town visiting his sweet old grandmother, and the town had no one to keep law and order. Joe the Banker, Al the Lawyer, Bob the Barber, and Sam the Hotelkeeper (the elected officials of the town) held a hasty meeting and decided to choose Honest John Horshew (the Blacksmith) to represent the townspeople and go and talk to Big Bad Bill. Honest John told Bad Bill that the people of Gray Gulch didn't appreciate his breaking up the town. Big Bad Bill laughed and punched Honest John in the mouth. Honest John (being a man of steel) didn't feel the punch at all, and he leveled Bad Bill with one swing of his iron hand. (Besides being honest, he was strong.) Much to the delight of the townspeople, Honest John Horshew dragged Bad Bill to jail and waited till Good Guy Gary returned from his grandmother's.

type of government_____

F. Resources

Graff, Henry, The Free and the Brave, Rand McNally, 1973.

Ratcliffe, Robert, Law in a New Land, Houghton Mifflin Co., 1972.

Roden, P., Promise of America: The Starting Line, Scott Foresman and Company, 1971.

00095

UNIT III EXPERIENCE I

STUDENT RESOURCE 1

	STRENGTHS	WEAKNESSES
DIRECT DEMOCRACY		
DICTATORSHIP		
OLIGARCHY		
REPRESENTATIVE DEMOCRACY		

Experience II

A. Question: Why and how was the Constitution created as a plan of government for the United States?

B. Purpose: During the American Revolution, the Continental Congress created a plan of government that they called the Articles of Confederation. Within a very short time, however, the leaders of our country realized that this plan of government could not meet the needs of our new nation, but could, in fact, spell disaster for the United States if allowed to remain in effect. As a result, a new plan of government called the Constitution of the United States was created, and it has endured to the present day.
It is the purpose of this experience to help students understand the failures of the Articles of Confederation and to realize how the Constitution met, and continues to meet, the needs of our country.

C. Objectives: The student will be able to explain how and why the Constitution was created as a plan of government for the United States. To accomplish this, you will be able to:

1. Explain why the Articles of Confederation created an inadequate form of government for the United States.

2. Describe how the Constitution was created.

3. Describe the purpose of the three branch structure of government as outlined in the Constitution.

D. Suggested Activities

1. Objective: The student will be able to describe in chart form how the Articles of Confederation helped meet specific needs of the states.

   Activity: Using appropriate resources, have students complete a chart similar to the one below that shows the economic, social, and political problems in the colonies which led to the creation of a central form a government called the Acticles of Confederation.

   Problems of the Colonies After Their Break with England

Social	Political	Economic

00097

2. Objective: The student will be able to describe how the Articles of Confederation helped meet specific needs of the states.

Activity:

a. Using page 226 of The Free and The Brave or any other appropriate textbook, have students draw a map which shows western lands which states claimed in the 1780's.
b. Have students research and explain how the Northwest Ordinance of 1785 provided for government in the Northwest territory.
c. Then, on a blank sheet of paper, have students draw a grid which shows how the Land Ordinance of 1785 provided for orderly settlement in the Northwest territory. This involves drawing and explaining the "Township" system of land development.

3. Objective: The students will be able to name the powers which states had under the Articles of Confederation and explain why the Articles of Confederation provided for a weak central government.

a. Have the students prepare a relationship chart (See Student Resource 1) showing the powers of the Articles of Confederation and the Constitution. Be certain to have them list the powers given to the state and the national government.
b. After completing the chart, ask them the following questions:

1. What are some weaknesses of the Articles of Confederation?
2. Why do you think the Articles failed?

c. Examine the Student Resource 2, "The Big Question."

1. Explain the terms: UNITED states and united STATES.
2. How are the two pictures different?
3. To which picture does the Constitution relate? Why?
4. To which picture do the Articles relate? Why?

4. Objective: Identify the political and economic problems facing the United States after the Revolutionary War.

Activity: This activity was adapted from the Baltimore County "American Studies" guide.

a. Bring to the attention of pupils a sampling of historical documents and source materials such as journal accounts, personal letters and resolutions. Some of these can be found in textbooks, and additional examples can be posted on the bulletin board. Explain to pupils that these sources are the raw materials of history. Caution pupils that while such sources may be accurate, they also reflect biases, certain emphases, personal attitudes, and opinions. Ask pupils which responses are: political, religious, economic class, social class, or occupation. Inform the class that the next series of lessons will deal with fictional source materials from the "critical period."

00098

b. Distribute copies of Student Resources 3 and 4. Use the directed reading approach in developing the reading with the class. The following specific questions can serve as a guide for reading:

1. Who is speaking?
2. To whom is he writing?
3. What events or incident is being discussed?
4. What is the point of view given?
5. Why does the person who is writing feel the way he does?
6. Do you agree or disagree with the writer?

Discuss the guide questions with the class. Also pursue other questions similar to following to bring out deeper meaning:

1. What makes a rebellion? Compare Shays' Rebellion with movements today.

2. How do the causes listed in the article compare with those in the text?

3. If there is available a primary source describing the rebellion, such as Adams' letter to Thomas Jefferson in 1787, read it aloud to the class and invite their comparisons. Which source is a more objective view?

4. Why should this rebellion be condemned when we praise the American Revolution as a triumph for liberty and government.

5. Debate the statement, "successful rebels are patriots, while unsuccessful rebels are criminals."

6. Although Shay's rebellion was unsuccessful, it served a useful function in pointing out some problems of the new nation. Discuss this question: How did this rebellion contribute to the strengthening of the new government?

5. Objective: Review, through film and discussion, the period from colonization to Constitution.

Activity: Obtain the film Majestic Heritage (F 811) from the Resource Center. Show it either as an introduction or culmination of the unit of study. Have students discuss the title. Is it appropriate? If a film were made of American History from the time of the Constitution to today, what would you title it? Why?

6. Objective: Describe the main events at the Constitutional Convention.

   Activity: The Resource Center contains three films about the Constitution. They are Liberty and Justice (F 424), One Nation Indivisible (F 423), and One Nation (F 422). Preview films before use as they are very old.

7. Objective: Given the situation of creating a Constitution for the United States, you will be expected to speak opinions, engage in debate, engage in compromise, and take part in voting.

   Activity: An excellent simulation of the Constitutional Convention is the simulation "1787" produced by EAV and available either through Kunz, Inc. or Nelson White Ideal Pictures at a cost of $25. Each student takes an active role representing a set of real political interests which were important in the early days of the U.S. and which conflict with those of other delegates. Many materials are provided in the simulation with sufficient flexibility to allow for teacher alterations.

8. Objective: Perform a radio skit on the Constitutional Convention in order to analyze problems people have when trying to create a government.

   Activity: The resource skit entitled "An Incident of the Constitutional Convention" can be put on audio-tape, or video-tape, or presented as a play. See Student Resource 5 for detailed information.

9. Objective: Compare, contrast, and evaluate the three ideas presented at the Constitutional Convention concerning who shall head the federal government.

   Activity: Distribute copies of Inquiry Experiences in American History. Pages 42-44 contain readings about the suggestions for the executive branch of government posed by Randolph, Paterson, and Hamilton. Read each case and discuss the questions on pages 43 and 44. Ask students the following questions during a discussion session.

   a. Do you think a single executive is best for the country today? If not, how would you change it?
   b. Do you think our national executive (President) has a lot of power? Why? Do you think he has too much power? Why?
   c. When the Constitution was written, it was assumed that anyone occupying the executive office would be a white male. Do you think this is still true? Why or why not?

00100

10. Objective: Given a chart containing information about the vote for ratification of the Constitution, analyze the information.

Activity: Distribute copies of Inquiry Experiences in American History. On pages 44 and 45 are nine questions and a chart. Have students respond to the questions. Tell students, "Just because the Constitution was signed by a number of delegates from the states, it did not mean the government was put into effect. It had to be ratified, or formally voted on, and accepted by the people. Can you name any instances today when questions have been brought before the people for a final vote of approval? Can you name any issues which American leaders have suggested ought to require "ratification" by the people? (For example, the decision to go to war.)

11. Objective: The student will be able to draw in chart form the basic three branch structure of our government and the system of checks and balances as provided for by the United Stated Constitution.

Activity:

a. Using various sources, have the student construct a chart showing the powers of each branch of government.
Suggested sources: Law In A New Land, page 41.
Promise of America: The Starting Line, pages 136-138.

b. Read the newspaper accounts on page 138 of Promise of America: The Starting Line. Using the chart on page 136 as a guide, tell how one branch is able to check the other. Upon completion of this activity, have the students explain the role of checks and balances in our government today.

c. Have the students find articles in magazines and newspapers that give examples of the checks and balances system in action. Collect these articles and bring them to the class. After discussion, ask the class what would happen if one branch was all powerful. Is there any danger of this happening in the near future? Why?

12. Objective: Identify the functions of the three branches of government today.

Activity: While studying each section or area of the Constitution, students should be required to read the newspaper and cut out articles that refer to the President, Congress and the Supreme Court. This would help make class discussions more meaningful, and it could challenge a gifted student to find old magazines, old clippings or old pictures and bring them in.

13. Objective: The student will be able to discuss the principles on which the Constitution is based.

Activity: Discuss the basic principles behind the Constitution. After the discussion, have the students give an example of one or more of these basic principles. The example may be in any form other than a written paragraph. Have the students complete the Student Resource 6, and discuss and analyze the responses of the class.

00101

E. Evaluation

1. Objective: Given a list of ten statements relating to good government, specify and justify those with which you are in agreement.
Directions: In the A column, write the letter of the classification which you think is in agreement with one of the ten statements.
A. Competence and know how
B. Tradition or familiar customs
C. Religion or belief in a supreme being
D. Law, the written and spoken rules of the society
E. Separated power
F. Strength
G. Property ownership
H. Impartiality
I. Majority rule
J. Efficiency
In the B column, check the value statement you support. Be prepared to discuss your reasons for supporting or not supporting each of the statements.

	A	B
1. It would be wrong to change the system of government we have inherited.		
2. A leader is not finally responsible to the people, but only to God from whom he received authority.		
3. Fair decisions can be made only by impartial leaders who have no special interest whatever at stake; only these people should be allowed to govern.		
4. Leaders should not bow to the prejudiced interest of the people, but should be guided by a sense of law. Legal rights and general guidelines should be their only guidelines.		
5. Each man should have a say in determining his own fate. Thus the government should be run by representatives chosen by a majority of the people.		
6. A country belongs to those men who own property in it, and they should govern.		
7. Power should be separated and divided among several ruling groups. Centralized power often brings tragic mistakes.		
8. The power to govern should be given to the most capable people, to those who have demonstrated intelligence and skill. The average man doesn't have enough skill to govern his fellowman.		
9. Life is naturally a struggle; those strong enough to seize power deserve the right to govern.		
10. Time, money, and effort are saved when a small watchful group runs the government. It is inefficient and useless to split power among groups who will bicker and delay decisions.		

00102

2. Have students take part in a Constitutional Convention in which they create a constitution for their school. It is suggested that the "school" constitution correlate with the U.S. Constitution as follows:

Article I: Legislative Department	-	Article I: Student Government Organization
Article II: Executive Department	-	Article II: Principal and Vice-Principal
Article III: Judicial	-	Article III: Guidance Counselors and Teachers
Article IV: Relations of States	-	Article IV; Relations of Classes
Article V: How Amendments Are Made	-	Article V: Amendments
Article VI: General Provisions	-	Article VI: General Provisions
Article VII: Ratification	-	Article VII: Ratification

3. Have students choose one of the following concepts, and draw a picture which gives a visual interpretation of the concept:

   a. Basic human rights
   b. Federalism
   c. Representative government
   d. Balanced powers

F. Resources

1. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1971.
2. "The Constitution: Liberty and Justice," Resource Center (F 424).
3. "The Constitution: One Nation," Resource Center (F 422).
4. "The Constitution: One Nation Indivisible," Resource Center (F 423).
5. Graff, Henry, The Free and the Brave, Rand McNally, 1973.
6. "Majestic Heritage," Resource Center (F 811).
7. Ratcliffe, Law In A New Land, Houghton Mifflin, 1973.
8. Roden, P., Promise of America: The Starting Line, Scott, Foresman, 1971.
9. 1787, a simulation, EAV, available on purchase from Kunz, Inc. or Ideal Pictures, Nelson White.

BRANCH	ARTICLES OF CONFEDERATION POWERS		CONSTITUTION POWERS	
EXECUTIVE	NATIONAL		NATIONAL	
LEGISLATIVE	NATIONAL		NATIONAL	
JUDICIAL	NATIONAL		NATIONAL	

What were the powers reserved for the states under the Articles of Confederation?

What were the powers reserved for the states under the Constitution?

THE BIG QUESTION

UNITED states or united STATES

Student Resource 3

BALTIMORE ADVERTISER

Rebellion Crushed In Petersham

Boston, February 2, 1787- The rebellion of Captain Daniel Shays and his followers was crushed today in the town of Petersham, Massachusetts. General Benjamin Lincoln's troops have brought the six-month civil war in parts of Massachusetts to an end. Small bands of escaping farmers have fled toward Rhode Island, New York, and Connecticut. Shays himself is among the fugitives. An official of the Massachusetts government said, "We will continue the search for Shays and the others. They will be hunted down and brought to justice."

Two nights ago General Lincoln, leading 4,000 troops, made an all-night march through a blinding storm to Petersham. In the fighting that followed, Lincoln and his troops captured one hundred and fifty rebels.

The rebellion has been of interest to all of the nation since the first clash in the struggle last year. Many national leaders feel that sending the army was necessary to uphold law and order. They also feel that the trouble could have been prevented by a stronger central government. A strong government could have prevented economic problems. They felt that the present government is too weak to do anything. It must depend on the states too much.

Resentment of Shays and his followers toward the Massachusetts property taxes, which were passed by the state legislature, led to the rebellion. Many farmers joined Shays because they felt these taxes were unjust. Some farmers lost their property because they couldn't get enough money to pay the taxes. Meetings demanding help from the legislature were held by the farmers. The failure of the legislature to change the laws led to the rebellion of the farmers.

King James Hotel
13th and Chestnut
Philadelphia, Pennsylvania
April 9, 1786

Dear Randolph,

What a surprising sight I witnessed yesterday in the city of Philadelphia! I saw the officials of the American government running out of town like common debtors. Last week a group of veterans of the Revolutionary War came into the city and demanded back pay for their services, but the government didn't have the money to pay them. For a whole day members of Congress stayed out of sight and refused to talk to leaders of the soldiers. Then they left the city and went to Princeton, New Jersey, to get away from the ex-soldiers.

Just as you said back in 1781, this attempt at democratic government is about ready to fail. It seems that the people who are afraid of a strong government have made this one too weak to carry out its duties. It has many other problems besides being unable to pay the veterans. How foolish the Americans are to establish a government like this! Who believes in rule by the people? What a crazy idea! Everyone knows that the best government is rule by a King.

I came to Philadelphia just as you suggested, but I am afraid I have come too late to see the operation of the government. Since my arrival here, I have become acquainted with some of the citizens. From them I have learned something about the problems of the government. The congress has been unable to work on these problems because there is no money to carry out any programs. The government has no power to tax the people of the states. It has to go to the states for handouts of money. The states treat the central government like a beggar and don't always give the money. This new government can borrow money from other countries but what country wants to take such a risk in loaning money to the United States? Why, that would be like throwing money away. The Americans would never pay it back.

The government can print its own money, but so can each of the states. What a confused situation! Pity the poor traveler like me, who has to learn the value of so many different kinds of money. The central government and the states both have printed so much money that it has lost its value. I have heard that in some parts of America the conditions have become so bad that the people don't use money any more. They now use barter to get the items they need. The businessman, the merchant and large property

owners feel that conditions can't go on like this. Other responsible people, national leaders like Washington and Franklin, think that the government needs more power. A group of them have been talking about making the government stronger.

The next letter, Randolph, will come to you from the Carolinas. I am leaving next week to visit a plantation near Charleston. Until then, I remain,

Your affectionate friend,

Alfred C. Viwcrastle

00108

Student Resource 5

AN INCIDENT OF THE CONSTITUTIONAL CONVENTION

The following scene is based on actual transcripts of the Constitutional Convention. It can be used in a variety of ways.

If the school has access to a radio broadcasting system, the script can be used as written for actual broadcasting purposes. Or the scene can be presented as a mock radio broadcast; that is, as though the audience were in a studio watching the radio broadcast of a dramatization of the scene. It can also be presented as a television broadcast in process.

By omitting the radio announcer's lines, the script can be used for a straight dramatization before an audience, or the entire class could represent a meeting of the Constitutional Convention, with selected students taking the chief speaking parts.

Finally, the script as written, or as a straight dramatization, could be recorded and thus made available to all history classes in the school.

Students may think of other ways in which the script could be presented. Using this script as a sample, students could prepare other scenes from the Constitutional Convention for dramatization.

Time: 1787

Scene: Constitutional Convention, Philadelphia

Characters:

Radio Announcer
*Mr. James Wilson, Delegate from Pennsylvania
*Dr. Benjamin Franklin, Delegate from Pennsylvania
*Mr. Nathaniel Gorham of Massachusetts, Acting Chairman
*Mr. Edmund Randolph, Delegate from Virginia
*Mr. James Madison, Delegate from Virginia
*Mr. George Read, Delegate from Delaware
*Mr. William Paterson, Delegate from New Jersey
*Mr. Jonathan Dayton, Delegate from New Jersey

*Starred characters are real. Others are fictitious.

Announcer: Good morning, ladies and gentlemen. This is _____ _____, speaking to you from Philadelphia where the Constitutional Convention is now being held. This Convention has already been in session about three weeks and it looks as though we are going to be here for a long time yet.

Announcer: (Continued) Today's session will not start for a few minutes and only a few of the delegates have arrived. While we are waiting for the proceedings to get under way, I might tell you a few facts about the Hall from which I am now broadcasting. It is not a very large hall, probably about fifty feet square, but some very important events have taken place here. As you may know, it was here that the Second Continental Congress met and it was in this very room that the Declaration of Independence was signed. What a memorable occasion that was! (Muffled tones of a bell are heard) Did you hear that bell? That, ladies and gentlemen, was the one and only Liberty Bell. Think of it, the bell that 'proclaimed Liberty throughout all the land' hangs right here in the tower of Independence Hall.

The hall is filling up rapidly now and it's almost time for the session to begin. There's James Madison chatting with Alexander Hamilton, both prominent in the proceedings here. (Loud applause) What's this? What's this? Someone important must be coming in. Just a minute and I'll tell you who it is. Oh, yes, George Washington! George Washington has arrived, ladies and gentlemen. You probably know that he was unanimously elected as Presiding Officer of this convention but he has turned the chair over to Mr. Gorham of Massachusetts, who will preside over the meeting today.

(More applause) And there's Dr. Franklin. Dr. Benjamin Franklin, one of the most popular figures of the entire convention, and what a remarkable man he is! Eighty-one years old and still one of the outstanding men of the nation. Dr. Franklin seems to be suffering from some indisposition, for he is leaning heavily on a cane, but you may be sure, ladies and gentlemen, that his mind is still as keen as it was twelve years ago when he played such an important part in the drawing up of the Articles of Confederation.

(Sound of gavel off stage) There goes the gavel, folks. The meeting is just about to come to order. While the roll is being called, I'll tell you something about what has already taken place at this convention. (As the announcer talks the chairman's voice can be heard in the background

Announcer: (Continued) calling the roll of the states. One delegate answers "Here" for each state that is represented.) The purpose of this convention is to amend the articles of confederation.

So far, the delegates have agreed that the legislative branch of our government shall consist of two divisions, the upper House to be known as the Senate and the lower House to be known as the House of Representatives. But they haven't been able to agree on how the States shall be represented. That is probably the question that will be taken up in today's session. But business is getting under way. The roll has been called and eleven states are represented: Connecticut, New York, New Jersey, Maryland, Delaware, Massachusetts, Pennsylvania, Virginia, North Carolina, South Carolina and Georgia. The Meeting has been called to order and someone is getting ready to speak. It's Mr. Randolph of Virginia. I'll switch over to another microphone so you can all hear what he has to say.

Randolph: Mr. Speaker, I move that we put to a vote the second resolution of the Virginia plan, which reads as follows: "Resolved: that the rights of suffrage in the National Legislature ought to be proportioned according to the number of inhabitants of a state." (There is a mixed chorus of "Aye's" and "No's." The speaker raps his gavel and his voice is heard faintly. "The chair recognized Mr. Madison, the delegate from Virginia.")

Announcer: There seems to be some dissension about Mr. Randolph's plan and now Mr. Madison of Virginia is taking the floor. Here he is.

Madison: Mr. President, may I present the following resolution in the place of the resolution just offered by Mr. Randolph, "Resolved: that the equality of suffrage established by the Articles of Confederation ought <u>not</u> to prevail in the National Legislature; and that an equitable ratio of representation ought to be substituted?" (Loud Voice) "Mr. Speaker! Mr. Speaker!"

Announcer: That's Mr. Read, and he seems to be plenty excited. Let's listen to what he has on his mind.

Speaker: The gentleman from Delaware has the floor.

Read: Mr. Speaker, the Articles of Confederation stipulated that representation in a central government shall be on a basis of equality - that is, each state shall have an equal number of votes. As a delegate from Delaware, I am restrained by my instructions from assenting to any change of the rule of suffrage, and in case such a change should be fixed on, it might become the duty of the Delaware delegates to retire from the Convention. (Some applause)

Mr. Paterson: Mr. Speaker!

Speaker: The chair now recognizes Mr. Paterson, delegate from New Jersey.

Announcer: Here's another defender of equal representation.

Paterson: Mr. Speaker, if the large states are given an influence in proportion to their magnitude what will be the consequences? Their ambitions will be proportionately increased and the small states will have everything to fear. It has been hinted that the large states will confederate among themselves if the others fail to concur. Let them unite if they please, but let them remember that they have no authority to compel the others to unite. New Jersey will never be swallowed up. As for me, I would rather submit to a monarch, to a despot, than to such a fate. I will not only oppose the plan here but on my return home, I will do everything in my power to defeat it there. (Mingled cheers and boos)

Speaker: (Rapping his gavel) Order! Order!

(Several voices at the same time) "Mr. Speaker!" Mr. Speaker!"

Announcer: What a turmoil! These delegates are almost standing on their heads! But listen, James Wilson of Pennsylvania is taking the floor. He's one of the leading lawyers of Philadelphia and should be worth hearing. Here he is!

Wilson: Mr. Speaker, if the small states will not confederate on the plan that has been proposed, Pennsylvania, and, I presume, some other states, will not confederate on any other. We have been told that since each State is sovereign, all are equal. So each man is naturally a sovereign over himself, and all men are therefore naturally equal. But can a man retain this equality when he becomes a member of the Civil Government? He cannot! As little as can a Sovereign State, when it becomes a member of a Federal Government. If New Jersey will not part with her sovereignty it is vain to talk of government. (Some cheers and applause)

Announcer: Just a minute, folks, something out of the ordinary seems to be going on here. The delegates from some of the smaller states have gone into a huddle. They're talking something over and they're quite excited. I have a feeling something is going to happen. What it will be is anyone's guess. Perhaps they have decided to accept the resolution. But no, there's no compromise on the faces of those men. I'll wager they are going to spring a surprise. We'll soon know, at any rate, for they have appointed a spokesman. Just a minute now and I'll tell you who it is. (Louder) It's young Jonathan Dayton from New Jersey. He's the youngest delegate present, by the way, only twenty-seven years old, and here he is.

Dayton: Mr. Speaker, I have been asked to make the following announcement on the part of delegates to this convention from Connecticut, Delaware and New Jersey. If the resolution now before the house is not dropped, and the smaller states put upon an equal footing with the largest states, we will secede from this Convention. And when we return to our constituents, we will inform them that no compact could be formed with the large states, but one which would sacrifice our sovereignty and independence.

(There is a loud uproar with some yelling "traitors" some cheering, some booing, and many yelling "Mr. Speaker!" All the time, the Speaker is banging his gavel.)

Wilson: Gentlemen! Gentlemen!

Announcer: There's Mr. Wilson trying to get the floor again! I'll let you hear what he has to say.

Wilson: May I be recognized, Mr. Speaker?

Speaker: The Chair recognizes the gentleman from Pennsylvania.

Wilson: Gentlemen, will you abandon a country to which you are bound by so many strong and enduring ties? Should the event happen, it will neither stagger my sentiments nor my duty. If the minority of the people refuse to cooperate with the majority on just and proper principles, if a separation must take place, it could never happen on better grounds. (more cheers, some applause, and some calls of "I object.")

Announcer: What excitement! Just listen to that yelling! It looks as though there were going to be a deadlock. But wait! (Loud and excited) Dr. Franklin is standing up. Dr. Benjamin Franklin is trying to get the floor.

Speaker: (Speaker pounds gavel) Gentlemen, please! Silence, I beg of you. The Chair recognizes Dr. Franklin of Pennsylvania. (Hubbub dies slowly away and there is quiet for a moment, followed by loud cheering and applause)

Announcer: Dr. Franklin has had a little difficulty in getting to his feet but he is ready to speak now.

Franklin: Mr. Speaker, we have arrived at a very momentous and interesting crisis in our deliberations. Hitherto our views have been as harmonious, and our progress as great as could reasonably have been expected. But now an unlooked for and formidable obstacle is thrown in our way, which threatens to arrest our course, and, if not skillfully removed to destroy all our fond hopes for the formation of a Constitution.

The stand which has been taken by the delegates of the smallest states was as unexpected by me, and as repugnant to my feelings, as it can be to any other member of this Convention. After what I thought a full and impartial investigation of the subject I decided to cast my vote on the affirmative side of the question, and I have not yet heard anything which induces me to change my opinion. But I will not, therefore, conclude that it is impossible for me to be wrong.

Franklin: (Continued) I will not say that these gentlemen who differ from me are under a delusion, much less will I charge them with an intention of needlessly embarrassing our deliberations. For my own part, there is nothing I so much dread, as the failure to devise and establish some efficient and equal form of government for our infant republic. The present effort has promised the most favorable results; but should this effort prove vain, it will be long ere another can be made with any prospect of success. Our strength and our prosperity will depend on our unity; and the secession of even the smallest state, would, in my mind, paralyze and render useless, any plan which the majority could devise.

It is, however, to be feared that the members of this Convention are not in a temper, at this moment, to approach the subject in which we differ in this spirit. I would, therefore, propose, Mr. Speaker, that, without proceeding further in this business at this time, the Convention shall adjourn for three days in order to let the present ferment pass off, and to afford time for a more free, full and dispassionate investigation of the subject; and I would earnestly recommend to the members of this Convention, that they spend the time of this recess, not in associating with their own party, and devising new arguments to fortify themselves in their old opinions, but that they mix with members of opposite sentiments, lend a patient ear to their reasoning, and candidly allow them all the weight to which they may be entitled; and when we assemble again, I hope it will be with a determination to form a Constitution, if not such a one as we can individually, and in all respects approve, yet the best, which, under existing circumstances can be obtained. (Loud cheers and applause)

Announcer: What a sight this is, ladies and gentlemen! Every delegate is standing on his feet, cheering that grand old gentleman! And you should see George Washington--what a smile! He hasn't looked so pleased since this convention opened. (Applause dies down) They're going to act now on Dr. Franklin's suggestion. There is no doubt what it will be approved.

Voice: Mr. Speaker, I move that this convention be adjourned for three days in accordance with the suggestion of Dr. Franklin.

2nd Voice: I second the motion.

Speaker: It has been moved and seconded that this convention be adjourned for three days. All those in favor of the motion will please signify their approval by saying "Aye." (Roar of "ayes")

Opposed? (Silence) I declare the Convention adjourned for three days. (Applause and cheers. Sound of many voices in the background)

Announcer: That's all there is for today. The delegates are talking things over before they leave, but they are working their way towards the door and in a few minutes, the hall will be empty. Dr. Franklin and Mr. Washington are shaking hands and discussing something very seriously. I wish I could let you in on their little talk but I'm afraid it's personal. I'm sorry we couldn't bring you a longer broadcast today but we will be back when the Convention reassembles in three days. Perhaps by that time the two factions of this Convention will have agreed on some basis of representation. If so, it can truthfully be said that Dr. Benjamin Franklin saved the Convention from collapse. We'll find out soon. Until the next session opens then, this is _____ saying, good afternoon. We return now to your local station.

Curtain

Unit III Experience II

Student Resource 6

Beliefs of Democracy

Directions:

After each of the following sentences, write the letter:

"A" if it pertains to Basic Human Rights
"B" if it pertains to Government By the Consent of the Governed
"C" if it pertains to Idea of Limited Powers
"D" if it pertains to Idea of Separate and Balanced Powers
"E" if it pertains to Idea of Federalism
"F" if it pertains to Idea of a Government Strong Enough To be Effective

1. Don't infringe upon the freedoms of your neighbor. _____
2. We have a right to elect the officials whom we want. _____
3. The Constitution is the supreme law of the United States. _____
4. The Congress may impeach a Supreme Court Justice. _____
5. Every American citizen has two citizenships. _____
6. We have a government which can protect the people of the United States. _____
7. The Constitutional Convention asked the states to give up certain powers to the National government. _____
8. Each branch of our National government has different powers granted to it by the Constitution. _____
9. The Constitution permits the National government only to do certain things. _____
10. Our state and national form of government is called a representative democracy. _____
11. Men are equal simply because they are men. _____
12. You have a right to go to the church of your choice. _____
13. The men who wrote the Constitution thought of themselves as representatives of the people. _____
14. The Constitution prohibits the government from becoming too powerful. _____

00117

15. Each branch of the National government can prevent the other branch from becoming too powerful. _____

16. The Constitution gives the National government powers over matters that concern the welfare of our nation as a whole. _____

17. Under the "Articles," the National government couldn't even protect its citizens. _____

18. The President can veto a law passed by Congress. _____

19. Education in Maryland is controlled by Maryland itself. _____

20. Every government has three functions. _____

Experience III

A. Question: How does the Bill of Rights provide for rights and privileges in our democratic society?

B. Purpose: The Revolutionary War was waged ideally for the "inalienable rights" stated in the Declaration of Independence--life, liberty, and the pursuit of happiness. Having won the war and established a weak form of government in the Articles of Confederation, Americans believed their rights to be safe from any governmental infringement. But with the presentation of the Constitution to the states for ratification, the lack of a specified statement of individual rights raised questions and doubts in the minds of many citizens. Fulfilling a promise made to the states in order to obtain ratification, one of the first tasks of the Congress was to develop a statement of rights to be added to the Constitution through amendments. These amendments, called the Bill of Rights, were and are the guarantee of fulfilling the ideals stated in our Declaration of Independence. It is the purpose of this experience to help you understand the civil rights belonging to all American citizens as stated in our Constitution.

C. Objectives: You will be able to explain how the Bill of Rights provides for and ensures individual rights and freedoms in our democratic society. To accomplish this, you will be able to:

1. Describe and explain how the Bill of Rights provides for our rights and privileges today as well as it did for eighteenth and nineteenth century Americans.

2. Given case study situations, determine how the rights listed in the Bill of Rights apply to each case.

3. Determine, through various activities, the meaning, validity, and necessity of the Bill of Rights to our society.

D. Suggested Activities

1. Objective: Describe the role of the Bill of Rights in the early years of our nation's history.

   Activity: Place the following statement on the chalkboard. "Throughout history, man has fought and died to protect his rights as a human being." Ask students to respond to this statement in terms of what it means to them. Then ask them what the phrase "...his rights as a human being" means and have them give examples in history which support the statement. When complete, compile the results of the research in a list. Some items in the list should be the Magna Charta, English Bill of Rights and Ten Commandments. A list of the colonists' rights as Englishmen is contained in Decisions in United States History, page 103.

2. Objective: Explain why the Bill of Rights was added to the Constitution.

   Activity: Using classroom texts, have students locate information on:
   a. What the Bill of Rights is
   b. Why it was added to the Constitution

   Have students read each of the rights. Ask students the following question:

   a. Is the first amendment more important than the other nine? If so, in what way?
   b. Do you think the order of the amendments represents the importance of each amendment in guaranteeing basic and civil rights? If not, how would you arrange them to reflect their relative importance?

3. Objective: Explain the importance of the Bill of Rights to citizens today as well as to eighteenth century Americans.

   Activity: Divide the students into groups of four or five. Have the groups complete two out of the three activities listed below using classroom texts.

   a. Prepare a well organized list or chart of the fundamental rights guaranteed each citizen by the Bill of Rights.
   b. Collect newspaper or magazine clippings illustrating the main ideas presented in the Bill of Rights
   c. Write your own Bill of Rights for this classroom. Your Bill of Rights may become the basic government of this class.

   Upon completion of the activities, combine all of the groups and first, write a master list of the fundamental rights guaranteed each citizen by the Bill of Rights, second, display and discuss newspaper clippings relating to the Bill of Rights, third, write a master list of rights which may become the basic government of your classroom.

00120

4. Objective: Analyze the legality of the Alien and Sedition Acts and evaluate them using the Bill of Rights as criteria.

Activity: Have students evaluate the legality of the Alien and Sedition Acts using the Bill of Rights as their only Criterion. Have them explain the provisions of the acts, list when they were passed and tell why they were passed. Have a copy of the Bill of Rights in one of the textbooks available for students' use. Discuss questions similar to:

a. How did the Alien and Sedition Acts limit the individual's rights as stated in the Bill of Rights?
b. What purpose were the acts to serve?
c. Was it right for Congress to pass those laws? Why?
d. What rights do the acts violate, if any?
e. Are there any laws today which you think limit our rights? Name the laws, and tell why you think they violate the Bill of Rights.

5. Objectives: Given a list of statements, express your opinion about them, and evaluate which are supported by the Bill of Rights and which are not.

Activity: Distribute "Classroom Opinion Poll" (Student Resource 1.) Have students check their opinion on each of the ten statements. Then discuss the opinions with the class, making note on the chalkboard of the general class response. Have students use texts and other classroom references for analytical purposes in order to identify which of the statements on the resource sheet are supported in the Bill of Rights and which are not.

6. Objective: Identify specific examples of the application of of the Bill of Rights today.

Activity: Have students search newspapers and magazines for examples of how the Bill of Rights affects individuals today. When the articles are brought in, have students relate the article to the right to which it applies. Put the articles on a bulletin board, and discuss them with the class for a few minutes each day on a regular basis.

00121

7. Objective: Clarify by means of a contemporary vignette reasons why many colonists sought to establish an independent form of government.

Activity: Duplicate Student Resource 2 and distribute to the members of the class. After the students have read the material ask:

a. What is the problem?
b. What right does Mr. Smith think is being violated?
c. What right does Marnie think is being violated?
d. What solution can you think of for this problem?

List the various solutions, and let students vote on a decision. Then read the following to the class.
"The Court in Centerville decided Rover could live. However, the court said Marnie must keep Rover on a leash at all times when he is off her property."

8. Objective: Analyze hypothetical situations related to the Constitution in order to evaluate the legality of the solution.

This activity was submitted by Phil Martin of New Windsor Middle School.

Activity: Make up everyday and/or governmental situations which can be related to the Constitution. Students are to determine whether the situation is legal or illegal according to the Constitution. It is suggested that a hint be given as to the Article in the Constitution where the answer to be problem can be found. See Student Resource 3.

9. Objectives: Given a case concerning one of our rights as Americans, either agree or disagree with the defendant. Base your decision on one of the Articles of the Bill of Rights.

Activity: Divide the class into groups of four or five. Give one case (See student Resources 4 - 9) to each group. Their task is to:

a. Read the case.
b. Assume the role of the court and either agree or disagree with the defendant.
c. Decide which right in the Bill of Rights is involved in the case.
d. Report results to the class.

Students will want to just generally discuss their "rights." During the discussion, have them attempt to answer their own questions by referring to the Bill of Rights.
NOTE: WHEN DUPLICATING THE CASES, COVER THE ANSWER (DECISION ON THE RESOURCE PAGE). REVEAL THE ANSWER TO THE STUDENTS AFTER STEP d. ABOVE. HAVE THEM AGREE OR DISAGREE WITH THE DECISION OF THE COURT.

00122

10. Objectives:

a. Analyze and clarify the rights and protections guaranteed by the 4th, 5th, and 6th amendments.
b. Define terms used in the trial process.
c. Skim and organize information needed to present a case.
d. Identify and discuss abstract ideas which will be used in a concrete situation.

This activity was submitted by Dick Osman of North Carroll High School.

Activity: Was John Brown guilty of treason and/or murder? Locate as many books as possible from the school, Davis, and Western Maryland College Libraries. The student must have a wealth of materials from which to choose. See Student Resource 10 for a complete description of the trial procedure.

00123

E. Evaluation

1. Have the students write a Bill of Rights for the classroom.

2. Have the students study the Bill of Rights in terms of today's social needs. Ask them if they would add any rights to it. Should any rights be deleted? Each opinion must be thoroughly explained and justified.

3. Divide the class into groups of four or five. Have groups write and put on skits about one of the Bill of Rights. Be sure groups keep the "right" they are acting a secret. After the skit, have the class members guess which of the Bill of Rights it is.

4. "Making Your Own Constitution"

   Assignment: There are three parts to the Constitution: The Preamble, the Articles, and the Amendments. First, make a rough copy of your own Constitution. Using your own words, write the Preamble in one sentence. Write the seven Articles using a sentence for each one of the Sections of each Article. For each of the Amendments, write one sentence in your own words as to what each Amendment is stating. Total sentences should be: Preamble - 1, Articles - 24, Amendments - 26.

   Materials and Final Directions: Use plain paper - prefer paper without holes for authenticity. Experiment with your process before you ruin your good copy. (Some students aged their paper and then wrote on the paper.) You are welcome to experiment with original ideas as you age the paper, but here are some techniques that other students have used:

   a. Some students have used tea, lemon juice, or the iron to make the paper look old.
   b. One student used oil to make the paper look like parchment.
   c. Some students used saran wrap because the paper loses nearly all its moisture and therefore cracks and breaks.

   In place of the signatures of the signers of the Constitution, write your name at the end to show that it is your work. You will have some time to work on your Constitution in class, but you will do the good copy at home. The grade will be determined by your ability to interpret the Constitution into good sentences, the overall neatness of the document, and how well it has been aged.

00124

5. The following questions are grouped into three categories: facts level, concept level and values level. Students could respond orally or in written form to any of the questions. It is suggested that you carefully choose questions from all levels to use with your class. (From Merrill, Kirschenbaum, Simon, Clarifying Values Through Subject Matter, Winston Press, pages 49-51.)

The Constitution

FACTS LEVEL

a. In what order did the states ratify the Constitution?

b. What were the major differences between the Constitution and the Articles of Confederation? (This would be a concepts level question if the students discovered the differences for themselves, instead of memorizing the teacher's answer to this question.)

c. Name the founding fathers who were most instrumental in the formation of the Constitution and tell the part that each played.

d. What powers does the Constitution give to each branch of government?

e. What did the Constitution originally state on the issue of slavery?

f. Describe the ten amendments which make up the Bill of Rights.

CONCEPTS LEVEL

a. What are some current civil liberties issues that relate to the Bill of Rights?

b. What were the causes of the American Revolution, and how typical were they of revolutions in general?

c. Compare our system of separation of powers to a parliamentary system like England's. What are the advantages and disadvantages of each? Compare our system to that of a dictatorship. What are the advantages and disadvantages of each?

d. If the Constitution had declared slavery illegal, how might the course of American history have been different?

e. What was the reasoning behind separating the powers into three branches of government?

VALUES LEVEL

a. If you were at the Constitutional Convention, how would you have voted on the questions of slavery? What have students your age done about the race problem in America today? If you care about that problem, have you done anything to help?

b. Compare the ways in which decisions are made in the United States government with the ways decisions are made in your family. Are there checks and balances in your family? What part do you play in family decisions?

c. If you wanted to change something in our society or in this school, what are some ways you would go about it? Have you ever tried any of these ways?

d. The First Amendment affirms the right of freedom of speech. Have you recently made use of that freedom in a way you are proud of?

F. Resources

1. Hardy, People in America, Addison-Wesley, 1973.

2. Shaftel, George, Decisions in United States History, Ginn, 1972.

3. Selected filmstrips located in your school media center about the Bill of Rights.

00126

CLASSROOM OPINION POLL . . .	always	usually	occasionally	never
1. The police should be allowed to enter a suspected criminal's home without a search warrant.				
2. Newspapers and magazines should be allowed to print anything they want except military secrets.				
3. A person on trial should be required to testify against himself.				
4. Some groups should not be allowed to hold public meetings, even peaceful meetings.				
5. If the government needs property owned by a private citizen, the citizen should be required to give it up.				
6. The government should prevent some kinds of petitions from being circulated.				
7. Church and state should be separate.				
8. Some people should be prevented from making public speeches.				
9. Private citizens should not be allowed to own firearms.				
10. The freedoms guaranteed in the Bill of Rights should be upheld by the government.				

Student Resource 2

Marnie lived in the city of Centerville. The city laws said that all dogs must be on leash when off their owner's property. The law also said that any dog that bit a person must be put to death. Marnie's dog, Rover, ran loose about the neighborhood and bit a man who lived nearby. Rover was put in the dog pound until his case came to court. Mr. Smith, the neighbor who was bitten, said in court that Rover had bitten him nine times and should be put to sleep. Other neighbors said Mr. Smith had beaten Rover, as did Marnie, and that was why Rover bit him. They think that Rover should be freed.

People in America, Teacher's Guide, page T86.

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Unit III Experience III

Student Resource 3

IS IT CONSTITUTIONAL?

CASE I ARTICLE II

President Beverly Ogledorf has just completed her first year in office. She has found it extremely difficult to meet the expenses of her position on her present salary. She has approached the majority leader of the House with her problem. Gary Moffit, the majority leader, was sympathetic to the problem and promised to do what he could. Within a couple of weeks, Jonas Ugly of Iowa, a member of the majority party, introduces a bill in the House to increase the President's salary from $100,000 to $200,000 a year. The bill was passed because Congress had hopes of raising their own salaries during the next session, and they wanted the President's signature on this future bill. The whole deal boiled down to the exchanging of one favor for another.

CASE II ARTICLE I

Sam Klutz, the head of the United States Social Security Service, decided to run for the Congress. In his home state of Ohio, one of its U.S. Senate seats becomes available due to death and Sam thinks he can fill the position. He returns home to his native state, campaigns, and wins. When he goes back to Washington he divides his time equally between his Senate position and his job with Social Security. He seems to handle both jobs superbly. He collects his salaries from both jobs thereby becoming extremely rich in the bargain.

CASE III 20th AMENDMENT

With the election on November 4, 1930, Tom Handsome-Prince was elected the President of the United States. Tom was extremely popular with almost everyone in the country. Ralphie Yoyo, Tom's Vice-President, was another matter altogether; because he acted the role of his last name and no one could stand him. Both men were to be sworn into office on January 13, 1981. Preparations for the big event were proceeding quickly and the old President was looking forward to turning over his duties to the new Commander-in-Chief. On January 5, Tom Handsome-Prince suddenly died of a heart attack. Since the new men had not yet taken the oath of office and most of the people were against Ralphie Yoyo, Congress called for a new election which would take place on March 5. Until the new election was completed, the old President would remain in office.

00129

Unit III Experience III

Student Resource 4

Case 1/Freedom of Religion

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof . . ." (Amendment 1)

The law that no person shall be hindered in the free exercise of his religious beliefs applies to states as well as to the nation as a whole. It applies, also, to the right of a person to decline to believe in any religion.

The Case

An applicant for appointment as a Notary Public in a state was refused his commission. The refusal was based on his unwillingness to affirm his personal belief in God. Such an expression of belief was required by a law of that state. The state pointed out that nobody was asked to accept any particular religion. All that was required was a statement of belief in God.

Lawyers for the man seeking the commission declared that this was a violation of his rights. They held that freedom of religion means the right not be believe.

Decision

The state law was held to be improper and unconstitutional. States, like the federal government, cannot compel any office-holder to believe in any one religion, or to declare a belief in God. Requiring a religious test for public office is unconstitutional. Religious belief must remain the private concern of each individual.

(Torcas v. Watkins, 1961: unanimous)

Unit III Experience III

Student Resource 5

Case 2/Freedom of Speech

"Congress shall make no law...abridging the freedom of speech..." (Amendment 1)

The Case

A city law required that all handbills had to have on them the names of those who wrote them. They also had to bear the names of those who distributed them.

Handbills were being distributed by a man. These handbills contained a message urging people to boycott stores that refused to hire Negroes and other minority groups. The handbills were signed as issued by the National Consumers Moblization, but no names of any people were given. The man passing out the handbills was arrested and fined ten dollars for violating the law. The case was carried through the courts and finally came before the Supreme Court. The plea was that the law was improper because it curbed freedom of expression.

Decision

The law was held to be unconstitutional. Such a law could serve to keep people from freely expressing their opinions. The right of expression includes the right to protection for those who give their opinions. To force people to identify themselves on handbills might easily serve to frighten them into silence. No question of libel was involved in this case.

(Talley v. California, 1960: 6-3 decision)

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Unit III Experience III

Student Resource 6

Case 3/Search and Seizure

"The right of the people to be secure in their persons...against unreasonable searches and seizures..." (Amendment 4)

The Case

A collision between a truck and a car resulted in the death of three persons in the car. The driver of the truck was found unconscious by the police. An empty liquor bottle was found in the truck and there was a strong odor of alcohol on the driver's breath. The police ordered a doctor to take a sample of the unconscious man's blood and proved he had been under the influence of alcohol at the time of the accident. He was brought to trial, found guilty of manslaughter, and sentenced to a term of 6 months to 10 years in prison.

Lawyers for the defendant appealed through the courts to the Supreme Court. They held the taking of the blood test while the defendant was unconscious to be an improper act of search and seizure.

Decision

The Supreme Court upheld the decision against the defendant. It held that the taking of blood from an unconscious person for a sample test is not an unreasonable act of search and seizure by the police.

(Breithaupt v. Abram, 1957: 6-3 decision)

Unit III Experience III

Student Resource 7

Case 4/Search and Seizure

"The right of the people to be secure in their persons...against unreasonable searches and seizures..." (Amendment 4)

The Case

Police entered the home of a suspected drug addict. They forced their way into his bedroom where he was hiding. As they entered the bedroom the suspect seized two capsules or pills from the nightstand and swallowed them. The officers tried to force open his mouth to get the pills. They failed to do this. The suspect was swiftly taken to a nearby hospital. There his stomach was emptied by use of a stomach pump. The contents brought out were then examined. Traces of morphine, a narcotic, were found in large enough quantity to be evidence that the suspect had recently swallowed the drug.

The suspect was put on trial and the hospital report was offered in evidence. He was found guilty and sentenced to prison. His lawyers appealed the case on grounds of improper search and seizure, and violation of his rights under the "due process" clause of the Fourteenth Amendment.

Decision

The action of the police violated the rights of the suspect. His rights under the due process clause of the Fourteenth Amendment (which applies to states) were not observed. In addition, the use of the stomach pump was an improper search, and the seizure of the "evidence" was illegal. The prisoner was set free.

(Rochin v. California, 1952: unanimous)

00133

Unit III Experience III

Student Resource 8

Case 5/Double Jeopardy

"...nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb..." (Amendment 5)

The Case

The defendant fired a shotgun blast at two federal tax agents. His single shot wounded both men. He was charged with two assault actions and put on trial. He was convicted for both assaults and was sentenced to two separate 10-year terms in prison.

The defendant claimed that the single shot involved only one crime. He argued he could not be charged with two assault actions just because two men were injured by the single illegal action. Such double conviction constituted putting him in double jeopardy.

Decision

The Court, in a 5-4 decision, upheld the conviction of the defendant. The assaults were upon two different federal officers. The fact that only one shotgun blast was fired did not change the fact that assault was carried out on two persons. No issue of double jeopardy was involved.

The lawyers for the defendant immediately appealed to the Supreme Court for a rehearing of the case. The request was granted, and at the second hearing the Court ruled for the defendant. The shooting was to be tried as a single assault action.

(Ladner v. U.S., 1958: 5-4 decision)
(Ladner v. U.S., 1958: 8-1 decision)

Unit III Experience III

Student Resource 9

Case 6/Fair Trial and Right of Counsel

"...the accused...shall...be informed of the nature and cause of the accusation...and to have assistance of counsel for his defense." (Amendment 6)

The Case

In 1938 the accused, then seventeen years old, was arrested on the charge of murder. He refused the services of a lawyer and pleaded guilty to the charge. He was given a very long prison sentence. During the 1950's he sought to have this conviction overturned. His lawyers argued that he had been too young to be aware of his rights. It was pointed out that he had only had a seventh-grade education and so was unaware of his rights under the law. In addition, he had been frightened by threats of mob violence against him.

Decision

This defendant was only a boy of seventeen when arrested. He was frightened by the threat of possible mob violence. His youth and lack of education, plus the hostile atmosphere, made his refusal of a lawyer an act not based on "a freely given intelligent understanding." On this basis his trial was improper, because he ought to have been defended by a lawyer. The conviction was overturned and the prisoner ordered set free.

(Moore v. Michigan, 1957: 5-4 decision)

Student Resource 10

Trial of John Brown

RELEVANT AMENDMENTS

"No person...shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty or property, without due process of law..." (Amendment 5.)

"In all criminal prosecutions the accused shall enjoy the right to a speedy, and public trial, by an impartial jury of the state and district wherein the crime shall have been committed..." (Amendment 6.)

"Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted" (Amendment 8.)

TRIAL PROCEDURE:

1. Judge enters court. Bailiff says, PLease rise for his Honor, the Judge. Oyez, Oyez, Oyez, the court is now in session. All who have business before it, draw near and give your attention ye shall be heard." When the judge sits, bailiff tells the court to be seated.

2. Judge says, "Case up for trial today is Grade 7 vs. John Brown. In order for our visitors in the audience to follow the trial, the judge should give a brief history of the defendant, Brown, and his times, being careful to avoid prejudicing the jury.

3. Judge then announces the parts of the Bill of Rights which Brown will be granted.

4. Judge asks the panel of jurors such questions as:

   a. Are any of you close relatives of either lawyer or defendant?
   b. Have any of you expressed an opinion about the guilt of the defendant?
   c. Do any of you know of any reason why you will not be able to render a fair decision based on the evidence?

   Judge may dismiss a student if his questioning shows any of them unfit to serve, and he may select additional jurors from the audience.

5. Judge asks the clerk to swear in the jury, the clerk says: "Jury, please rise and raise your right hand. Say 'I do' after my questions: You and each of you, do solemnly swear that you will well and truly try the case now pending before this court, and a true verdict render therein, according to the evidence and the instructions of the court, so help you?"

   Jury answers together "I DO" and is seated.

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6. Judge tells jury that they should listen carefully to the sworn testimony which is to follow and to base their verdict on this and not on the opening and closing statements of counsel which are not evidence.

7. Judge says to Brown: "Please step up to the bench and hear the charge against you." Brown does so. Judge says, "Brown you are charged with..... How do you plead?" Brown says, "Not guilty," and is told by the judge to be seated.

8. Note: Objections can be made at any time by either side. This could form the basis for an appeal to a higher court later on. Defense counsel might object to such things as someone taking pictures of the trial with flash attachments or a biased class newspaper circulated to the jurors before the trial. If the judge overrules an objection, counsel could say, "Exception!" which means he is questioning the judge's wisdom and will appeal this ruling to a higher court if he loses.

9. Judge asks the D.A. to outline his case for the jury. Counsel begin their remarks by saying, "May it please the court. Ladies and Gentlemen of the jury..." The D.A. briefly outlines what he will attempt to prove during the trial. (This is not evidence.)

10. Judge asks clerk to call the first witness for the prosecution. Clerk has been given the historical names of the witnesses in the order in which counsel wants them called. Clerk calls all witnesses in this manner:

    The D.A. (or the defense) calls to the stand .....

11. Witness is sworn in by the bailiff who for each witness says: "Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you?"

12. All witnesses reply "I do" to this question and are seated.

13. D.A. questions the witness and then allows counsel the right to cross-examine by saying "your witness" when finished. Procedure is repeated for the next witness for the prosecution.

14. Judge calls upon the defense counsel to outline its case for the jury. After he does so, defense witnesses are called by the clerk and sworn in by the bailiff. D.A. is allowed to cross-examine.

15. Judge asks defense if he wishes to allow his client, Brown, to testify. Defense tells the judge that his client wishes to use the protection of the Fifth Amendment and will not testify against hemself. (If the trial is going against the defendant, he might wish to take the stand.)

16. Judge asks the D.A. and then the defense to "sum up" what each has proved so that the jury can better make up their minds. (This is not evidence) Both ask the jury to find for their side the D.A. saying to the jury, "You must find the defendant guilty! The defense for a verdict of innocent."

17. Judge then instructs the jury on the law. First he will give them a dictionary definition of the crime which has been agreed upon before the trial starts. What Brown did must, in the jury's opinion, violate that definition of the crime. Judge tells the jury to find Brown guilty only if the D.A.'s proof is beyond a reasonable doubt. If there is a reasonable doubt in a juror's mind, then he must vote not guilty. Judge also tells the jury that all twelve votes are needed to convict or to find him innocent.

18. Judge turns the case over to the jury foreman. He asks counsel, witnesses, and sargent at arms to leave the courtroom with him.

19. Each juror is issued a number by the foreman. Then foreman takes a vote by saying, "I vote _____ because.... #2, how do you vote and why? #3, how do you vote and why?, etc. If no decision can be reached on the ballot, discussion may take place led by the foreman. Then foreman takes another vote. After about five minutes, foreman asks bailiff to call the participants back.

20. Judge asks the foreman, "Ladies and Gentlemen of the jury, have you reached a decision?" Foreman may answer, "Yes, your Honor, we find the defendant guilty (or not guilty) Or foreman may inform the judge that jury is unable to reach a decision.

21. If the vote is guilty, judge asks sgt. at arms to take the prisoner back to his cell to await sentencing. If the vote is innocent, judge calls the defendant forward and tells him he is free to go. If jury cannot agree, judge asks Sgt. at Arms to take Brown back to await a new trial with a new jury.

22. Judge thanks the jury and dismisses them. Judge says, "I hereby declare this court is adjourned, sine die. (Pronounced by lawyers "signey dye" this is a latin term meaning "without a day;" i.e., without naming a day for resumption of the trial.)

TRIAL PROCEDURE SHEET

RULES FOR A FAIR TRIAL:

1. Lawyers must not ask leading questions in examining witnesses. A leading question is a question that suggests the answer the lawyer wants the witness to give. For example it would be improper to ask the witness: "Before you crossed the street, you looked carefully in both directions and waited until the light had turned green, didn't you?" If a question like that were asked, the other lawyer would jump up and say "I object! He's leading the witness!" The judge would say "Objection sustained," and the witness would not be allowed to answer the question. However, if the objection were an improper one, the judge would say, "Objection overruled. The witness will answer the question." Each witness may be cross-examined. The cross-examiner is allowed more freedom in the way he asks questions. For example, it is all right to ask leading questions on cross-examination.

2. The D.A. must prove his case beyond a reasonable doubt. The burden of proof is upon him and not upon the defendant who may choose to remain silent. If the jury has some slight doubt that the defendant committed the crime, it may convict him. But if the jury has a reasonable doubt, it must set him free. Another way of saying this is that Brown is presumed to be innocent until proven guilty.

3. Most of the evidence will be the sworn statements of witnesses. But evidence may also be in the form of a written document, an object such as a gun or an implement, a photograph or an x-ray, or some other tangible thing.

ASSIGNMENT

Role - Judge

1. Study the Trial Procedure Sheet. Follow it carefully during the trial.

2. Review: What is a leading question? When may such a question be asked of a witness?

3. Write a brief outline of Brown's life, making it as impartial as you can.

4. List the provisions of the Bill of Rights which the court will grant Brown.

5. Write out the instructions you will give to the jury.
   a. Definition of the crime.
   b. Votes needed to convict or to find innocent.

6. Do research on jury trials.
   a. List the six main steps in a jury trial.
   b. In your own words, why is there a difference between the way a civil jury reaches the decision and the way a criminal jury reaches its decision?

Counsel

1. Study the trial Procedure Sheet

2. Prepare a brief opening speech in which you outline what you will prove.

3. Prepare a closing speech in which you summarize what you have proved.

4. Make lists of Brown's good and bad deeds upon which you will build your case and your cross-examination.

5. Exchange names of witnesses with the other counsel as soon as possible.

6. Work with your witnesses on their historical names and on their testimony. Counsel may refer to notes during the trial.

7. Research the opposing witnesses as well as your own, and try to anticipate questions for your cross-examination.

8. Make sure you have agreed upon an acceptable definition of the "crime" with the judge and other counsel.

Witnesses

1. Work closely with counsel to which you are assigned.

2. Write an autobiography. Relate "yourself" to Brown.

3. Compile a list of Brown's good and bad deeds. Work these into your testimony.

4. Write a paragraph "What I'm Going to Bring Out In My Testimony."

Brown

Study carefully the Trial Procedure Sheet. You will choose not to testify, basing this on Amendment 5.

Twelve Jurors

Write the answers to these problems:

1. Purpose of trial jury?

2. If Brown takes the Fifth Amendment and refuses to testify, should the jurors conclude that he has something to hide?

3. Write a biography of Brown. Does your reading and writing about him weaken his chance for a fair trial? Explain.

4. What is a hung jury?

5. What happens if a jury cannot agree?

Jury Foreman

1. Complete the above assignment.

2. Read carefully the Trial Procedure Sheet.

3. Be able to take charge of the jury discussion and voting.

Bailiff, Clerk, Sgt, at Arms

1. Read carefully the Trial Procedure Sheet.

2. It is the clerk's responsibility to get a list of witnesses from both counsel in the order in which they are to be called.

Participants needed for the Trial:

JUDGE: Who presides and is an authority on the law.
D.A. and WITNESSES for the prosecution who testify against Brown.
DEFENSE COUNSEL and WITNESSES for the defense who testify for Brown.
JURY OF TWELVE: which will impartially weigh the evidence.
JURY FOREMAN: who will act as chairman of the jury during their deliberation.
BAILIFF: who administers the oath to all witnesses.
CLERK: who calls the witnesses and who swears in the jury.
COURT REPORTERS: Who keeps a record of what happens during the trial.
SGT. AT ARMS: Who keeps order.

UNIT IV

A. Rationale

This unit is designed to acquaint students with the period known in the U.S. History as the "Age of Jacksonian Democracy." The focal point of this unit will center upon the life of Andrew Jackson and will analyze the new political and social situations in the United States and the reason why Jackson became the hero of the common man. Coupled with these new democratic and social ideas is the rise of sectionalism in the United States. A second purpose of this unit is to involve the student in an in-depth investigation of Jackson's role in the nation's sectional conflicts.

B. Terminal Objectives: You will be able to:

1. Examine Andrew Jackson's personal and political life in order to determine why he is called the "common man's President."
2. Identify how Jackson handled the sectional problems that were developing in the United States at this time.
3. Analyze the effect of new democratic practices and ideas on the social reform movement.

C. Key Questions

1. Why is Jackson called the "people's President?"
2. What role did Jackson play in the rise of sectionalism?
3. How did the new democratic practice have an important and lasting effect on the humanitarian or reform movement?

D. Major Skills: You will be able to:

1. Organize and present material after these steps.
   a. Locate information from various sources
   b. Organize factual information
   c. Compile information
   d. Evaluate information
   e. Formulate conclusions
   f. Interpret information

2. Present information by:
   a. Discussion (small group and individual)
   b. Individual or group reports

3. Defend one's point of view
4. Analyze charts and cartoons
5. Create dramatizations in which students can practice both writing and oral skills.

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Experience I

Andrew Jackson Becomes the "Common Man's President"

A. Question: Why is Jackson called the "people's President?"

B. Purpose: During the early nineteenth century a new spirit of democracy spread across the nation and the common people of the country, now given suffrage, began to look for a political personality with whom they could identify. This personality became Andrew Jackson. An in-depth analysis of Jackson's personal and political life will help students to determine why the factory workers and small farmers viewed him as their hero. This analysis will also humanize one of the most controversial of our early Presidents.

C. Objectives: You will be able to examine Andrew Jackson's personal and political life in order to determine why he is called the "common man's President." To accomplish this you will be able to:

1. Given pertinent readings, state a number of hypotheses as to why Jackson was a favorite of the common people.
2. Review the main ideas of Jeffersonian Democracy and then compare the feelings of different segments of the American population toward Jackson through role-playing techniques.
3. Analyze, describe, and compare the feelings of different segments of the American population toward Jackson.
4. Evaluate the spoils system after analyzing its good and bad points.
5. Analyze and explain a political cartoon entitled "King Andrew I."

D. Suggested Activities

1. Objective: Determine why Jackson was a popular person.

   Activity: Have students read and discuss materials on Jackson's personal and political life to determine why he was a popular figure. Suggested readings are:

   a. Inquiry: U.S.A., pages 67-74
   b. The Developing Years, Vol. 1, page 253
   c. The Free and the Brave, pages 323-332
   d. Jacksonian Democracy, pages 7-9
   e. A Nation Conceived and Dedicated, pages 118-120

2. Objective: Describe the inauguration of Andrew Jackson by means of a skit.

   Activity: Have students individually or in small groups write a "You Are There" historical television program on the inauguration of Jackson. The program could be presented to the class in skit form, recorded on cassette tape, or recorded on video-tape. Discuss the major characteristics of the inaugural and the celebration that followed.

3. Objective: Compare and contrast Jacksonian Democracy with Jeffersonian Democracy.

   Activity: Have students use various texts and the school media center to locate information on Jacksonian and Jeffersonian democracy. Use a chart to list at least three characteristics of each. Culminate this study by discussing the similarities and differences of each. This activity works best with higher ability students.

4. Objective: Identify Northern, Southern and Western opinions of Jackson.

   Activity: Have students play various roles descriptive of sectional opinions concerning Jackson's Presidency. Suggested roles would be: Western farmer, Southern plantation owner, Northern factory worker, and a Northern factory owner. Sources of value are:

   a. Story of the American Nation, pages 292-306
   b. The Free and the Brave, pages 323-333

5. Objective: Identify advantages and disadvantages of the spoils system.

   Activity: Using classroom texts and materials in the school media center, have students complete research concerning the spoils system. Create a chart divided into two columns: Advantages and Disadvantages. When complete, discuss, "Do you believe the spoils system is used today?" (Slower students will find it easier to compile a single chart on the chalkboard.)

6. Objective: Describe the major beliefs of Jackson and Adams in the election of 1828.

   Activity: Select two small groups to research the campaign of 1828 in order to determine the programs and type of government each candidate stood for. When research is complete, have students make campaign posters and buttons for the election of 1828. The main objective is to convince the class to vote for their candidate. There should be two students to represent Adams and Jackson. Each of these mock candidates will make at least one campaign speech each. After a period of campaigning, allow students to vote.

7. Objective: Describe characteristics of Jackson that caused many citizens to regard him as a good leader.

   Activity: For slower students, refer to The Americans: A History of the United States. This is a text workbook series with an audio-visual kit available in the Resource Center (K 19). Have students read pages 120, 121, 110-111. Use the audio-visual kit in the study. A teacher's guide is included.

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8. Objective: Identify and describe the new spirit of the Jackson years.

Activity: Obtain Film 945, "The Jackson Years: The New Americans," from the Resource Center. Following is a synopsis of the movie.

The years of Andrew Jackson's presidency marked a turning point in American history. For the first time a "common man" was in the White House--and America's self-image was radically changed. The frontier fighter was glorified; America came to consider herself invincible in battle; and political power could now become a dream of every man.
The new spirit of the Jackson years is the subject of a film as boisterous as was Jackson himself.
Juxtaposing stylized nineteenth century stage tableaus of Jackson's life with vivid dramatizations of episodes in his real life, the film ends with Jackson's unprecedented inauguration party at which "common people" danced on the White House tables and soaked their gloves in the punch. The "new Americans" had taken over.

Have students discuss:

a. What does the title mean? Who were the "new Americans?"
b. Was America "ready" for Jackson and the new Americans? Why or why not?

E. Evaluation

Have students analyze the political cartoon, "King Andrew I." This cartoon illustrates the differences of opinion held by friends and opponents of Jackson.

1. Building the American Nation, page 327
2. Inquiry Experiences in American History, page 54

If students have not discovered why such differences in opinion existed, have them skim the reading material in Inquiry: U.S.A., pages 67-74.

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F. Resources

1. Branson, M., Inquiry Experience in American History, Ginn and Company, 1970.

2. Casner, Gabriel, Biller and Hortley, Story of the American Nation, Harcourt, Brace and Company, 1967.

3. Fenton, E., The Americans: A History of the United States, American Heritage Co., Inc., 1970. This is an audio-visual kit which will be available in the Resource Center.

4. Groff, H., The Free and The Brave, Rand McNally and Co., 1967.

5. Hoexter and Peck, A Nation Conceived and Dedicated, Scholastic Book Services, 1970.

6. Kane and Glover, Inquiry: U.S.A., Globe Book Company, 1971.

7. Oliver, D., Jacksonian Democracy, Xerox Corp., 1971.

8. Reich and Biller, Building the American Nation, Harcourt, Brace and Company, 1968.

00146

Experience II

Jackson Becomes Involved in Sectional Problems

A. Question: What role did Jackson play in the rise of sectionalism?

B. Purpose: During Jackson's two terms in office there were several out breaks of sectional strife. This experience is designed to help students identify and explain the reasons for those sectional differences. An in-depth analysis will also help students to see how Jackson handled such sectional problems as the tariff issue, the bank problem and Indian problem and the nullification controversy in an attempt to preserve harmony throughout the United States. At the same time, the students will have a chance to evaluate and determine if Jackson should be recognized as one of the "good" presidents of the United States.

C. Objectives: You will be able to identify how Jackson handled the sectional problems that were developing in the United States at this time. To accomplish this, you will be able to:

1. Analyze and describe the reasons for Jackson's Indian policy.
2. Analyze and compare sectional differences by preparing a chart.
3. Examine and evaluate Jackson's role in the major sectional problems by:
   a. Gathering factual information.
   b. Analyzing and evaluating the facts.
   c. Presenting the facts to the class by the use of skits and visual means.
4. Create cartoons to demonstrate an understanding as to how Jackson handled sectional problems associated with Indians, tariff, nullification and the Bank of the United States.
5. Evaluate Jackson's terms as President in order to formulate an opinion as to whether he was a good or poor President.

D. Suggested Activities

1. Objective: Analyze and explain Jackson's Indian policy.

   Activity: Have students read appropriate information on Jackson's Indian policy in preparation for a debate on the "rightness" or "wrongness" of his policy. Have students analyze this situation from two historical time settings, the 1830's and 1970's. At the conclusion of this activity, ask students if this type of situation could happen in the United States today with other minority groups such as Blacks and Jews.

   Suggested Readings:
   a. The False Treaty, The Removal of the Cherokees from Georgia (entire).
   b. Promise of America, Vol. II, pages 58-63 and 64-68.
   c. Selected Case Studies in American History, pages 114-126.

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2. Objective: Identify and describe the sectional differences that existed during Jackson's Presidency.

Activity:

a. Divide the class into groups of four to six students. Then have each group select one sectional character such as:

1. Southern planter
2. Northern industrialist
3. Western farmer

b. Through research, each student should be able to defend the political, economic, and social beliefs of his section (develop ideas of sectionalism).

c. Then selected members of each group will role play given situations according to viewpoints of their characters. (Teachers introduce a situation and students complete it.)

1. Let each group read about a "favorite son" of its section: North-Webster, South-Calhoun, West-Jackson. Plan a "Meet the Press" interview for each section in which the "favorite son" is questioned about his stand on the tariff, internal improvements, and easy money.

OR

2. Have students identify, analyze, and compare the basic sectional differences that existed in the 1830's. The students can make their comparisons by making a chart. The chart can be set up on this manner:

STAND ON SECTIONAL ISSUES				
Issue	Northeast	South	West	Jackson
High Tariff				
Bank of United States				
Strong Federal Government				
Expansion of Slavery				

Suggested Sources:
a. The Developing Years, Vol. I, pages 228-246.
b. Story of the American Nation, pages 296-304.
c. The Free and The Brave, pages 326-331.

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3. Objective: Analyze and describe the main sectional issues of the era.

Activity: Divide the class into groups. Each group will report on one topic. Have each group research to determine how Jackson handled the most pressing sectional problems:

a. Tariff problem
b. Bank of the United States
c. Nullification problem

After each group has gathered, analyzed, and evaluated the available information, they will present their material to the class. The groups should be encouraged to give their presentations through skits or dramatizations and to include visual materials such as charts and cartoons.

Suggested Readings:
a. The Developing Years, Vol. I, pages 249-254.
b. The Free and the Brave, pages 323-330.
c. Building the American Nation, pages 319-328.
d. Land of the Free, pages 249-252.

4. Objective: Analyze the views expressed in the Webster--Hayne Debate and debate the issues.

Activity: Have students stage a dramatization of the Webster-Hayne Debate. They must take the parts of Robert Hayne and Daniel Webster. Each player will try to convince the class that his views are correct. After the debate, allow students to question the participants on their views. Then have the students vote to determine how they would decide.

Suggested Sources:
a. Story of the American Nation, pages 300-301.
b. The Free and the Brave, pages 326-328.

5. Objective: Explain how the Jackson years contained the elements that would, in a few short years, tear the nation apart.

Activity: Obtain Film 946, "The Jackson Years: Toward Civil War," from the Resource Center. A synopsis follows:

Here is a dramatic picture of Jackson as president; an excellent introduction to the history of the Civil War.
We see the powerful men who clashed with Jackson--Calhoun, backing South Carolina's threat of secession over the tariff issue; Daniel Webster, whose impassioned speech in the Webster-Hayne debate crystallizes the crucial nullification issue; states' rights versus Federal law. Nat Turner leads a slave rebellion, and white Southerners retaliate. John Quincy Adams' eight-year struggle to debate the question of slavery in Congress is barred by the infamous Gag Rule legislation. And "Old Hickory" himself by the force of his personality, dominates the period.

Have students discuss:

a. What are the issues that are in the forefront of the era?

b. What were the beliefs of each section concerning each issue?

c. What do you think were some of the good arguments each section had on the issues?

d. Where do you think you would have stood on the issue of nullification had you been a congressman then?

e. Do you think Jackson did a good job of handling the situations during his Presidency? Why or why not?

6. Objective: Demonstrate, in skit form, the significance of the "Jefferson Birthday Banquet" in April, 1830.

Activity: Have students write a one act skit based on the following readings. Make sure students understand the significance of this action.

Time: April, 1830
Place: Jefferson's Birthday Banquet, Washington, D.C.
Situation: Have students read page 301 in the Story of the American Nation and pages 328 in The Free and the Brave to gather facts for the skit.

7. Objectives: Create political cartoons depicting one of the issues during Jackson's Presidency.

Activity: Have students pick a topic and draw a cartoon on one of the following controversial problems in which Jackson was involved. Their cartoons can indicate whether they are "for" or "against" Jackson's actions.

a. Jackson and the Bank dispute.
b. Jackson's Indian Policy.
c. Jackson and the Tariff
d. Jackson and Nullification (state's rights)
e. Jaxkson and the Spoils System.

Use the cartoons as a display for a bulletin board.

00150

E. Evaluation

1. Was Andrew Jackson a good and capable president? Have students respond to this question in light of Jackson's actions while President. Have students prepare for a class discussion by preparing two lists: "Good Points" and "Bad Points." Emphasize that there is no right or wrong answer to this question and that it is based upon one's own values as to what is good or bad. However, the clarity and accuracy of responses will determine which are the better responses.

2. Have students prepare a debate on the statement: Andrew Jackson handled the nullification problem very affectively. Have students take pro-Jackson and pro-South Carolina views. Let the audience judge the winner.

3. Have students construct a bulletin board entitled, "Jackson--the People's President." On it, have student cartoons, reports, and illustrations concerning the time of Jackson's Presidency.

F. Resources

1. Caughey, Franklin and May, Land of the Free, Benziger Brothers, Inc., 1969.

2. Casner, Gabreil, Biller and Hartley, Story of the American Nation, Harcourt, Brace and World, Inc., 1967.

3. Fenton, E., The American, A History of the United States, American Heritage Publishing Company, 1970.

4. Gardner, Berry and Olson, Selected Case Studies in American History, Vol. I, Allyn and Bacon, Inc., 1969.

5. Graff, H., The Free and the Brave, Rand McNally and Co., 1967.

6. "The Jackson Years: Toward Civil War," (F 946), Resource Center.

7. Reich and Biller, Building the American Nation, Harcourt, Brace and World, Inc., 1968.

8. Roden, P., Promise of America, Vol. II, Scott, Foresman and Company, 1971.

9. Schwartz and O'Connor, The Developing Years, Vol. I, Globe Book Company, 1971.

10. White, A., The False Treaty, Scholastic Book Service, 1970.

Experience III

The Reform or Humanitarian Movement Develops as a Result of the New Spirit of Democracy in the U.S.

A. Question: How did the new spirit of democracy have a lasting effect on the reform movement?

B. Purpose: After Jackson became President, the American people grew more interested in the plight of the common man. It was at this time that the social rights and dignity of man, as well as political rights took on a new significance, for it was discovered that there were many Americans whose lives were filled with misfortune and unhappiness. Through this experience the students will make an in-depth investigation and analysis of the social conditions that existed in the early nineteenth century so that they will be able to distinguish and evaluate the reasons for the social reform movement which began at this time. This experience will also provide the opportunity for students to evaluate the accomplishments of the reformers as well as evaluate how our life is better today as a result of the reforms that were instituted through their hard work.

C. Objectives: You will be able to analyze the effect of new democratic practices and ideas on the social reform movement. To accomplish this, you will be able to:

1. Gather and evaluate information on the various reform movements which have developed during our history in preparation for making a chart.

2. Create cartoons or posters to gain support for your favorite reform movement.

3. Identify and investigate factual information to determine if the reform movement of the nineteenth century has had a lasting effect upon the social conditions of twentieth century Americans.

D. Suggested Activities

1. Objective: Describe and explain the various reform movements in the nation during the Jackson years.

Activity: Have students read information on the various social problems and reforms which developed between the 1830's and 1860's. An excellent source for this activity is the Promise of America: Volume II, pages 84-111. This source will stress the four major reform movements of the period: women's rights, working conditions, poverty and the anti-slave movement. After the students have gathered and analyzed the factual information on a chart, the chart can be arranged in the following manner:

Problem	Conditions	Anti-Reform Attitudes	Goals of Reformers	Methods used by Reformers	Leaders	Achievements
Women's Rights						
Working Conditions						
Poverty						
Anti-slave Movement						

As students investigate other reform movements, in areas such as education, helping the physically and mentally handicapped and insane, prison reform, temperance movement, civil rights, and environmental areas, they can add to the list.

Additional sources are:

a. Your America, pages 340-348.
b. A Nation Conceived and Dedicated, Vol. I, pages 159-164 (Dorothea Dix), pages 164-167 (Horace Mann), pages 170-177 (William Lloyd Garrison and Frederick Douglass.)
c. New Rights in a New Nation, pages 4-14 (Mary Lyons), pages 16-28 (Horace Mann), pages 52-60 (Samuel Howe).
d. 40 American Biographies, pages 90-95, 96-102, pages 114-124. (Dorothea Dix, Frederick Douglass, Harriet Tubman)
e. People Who Made Our Country Great, pages 157-161 (Susan B. Anthony and Jane Adams)
f. The Free and the Brave, pages 345-352.
g. Three Against Slavery, pages 45-128 (William Lloyd Garrison and Frederick Jackson).
h. Building the American Nation, pages 344-360.
i. The Developing Years, Vol. I, pages 257-262.
j. Inquiry: U.S.A., pages 84-87(Dorothea Dix), pages 179-180 (tenements of Old New York), pages 181-182 (Fight Against Demon Rum), pages 183-184 (The Sins of Packing Town), page 187 (Pure Food Crusade).

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2. Objective: Determine the views and opinions of various reformers.

Activity: Have a group of students plan and present a "Meet the Press" interview in which various leaders of the reform movements are questioned by the class who represent members of the press. A list of reformers might include people who came in a later time period, but worked for the same end.

3. Objective: Describe the type of work and conditions of work during the Jacksonian Era by the use of songs.

Activity: Obtain a copy of the series Folksongs in American History (B/S 125) from the Resource Center. Have the students view the filmstrip in its entirety. Then go back through the film silently, stopping at the words to the songs. Have students use the words to describe the type of work and working conditions of the period. Obtain student responses to questions like, "What do you think it was like to work in a factory then? What do you think the workers' homes looked like? (Referring to his income) What changes would you want to make in working conditions if you were the worker?"

4. Objective: Identify how the lives of individuals were changed by the reformers.

Activity: Have students prepare "before" and "after" skits on the various reform movements. Divide the class in several small groups to dramatize conditions before and after the reform movement. Refer to Activity 1 for possible sources.

5. Objective: Determine the value of free education for all in a democracy.

Activity: Separate the class into buzz groups to consider the value of free public education for all in a democracy. Have students consider these questions:

a. Should public schools be free but not compulsory?
b. Should individuals without children or with grown children have to support education through their taxes?
c. Why is it important for individuals to demand good schools?
d. What responsibilities do pupils have toward the schools?

Have the chairman or recorder for each group report findings to the class. List statements of common agreement on the board. Debate those points where there is disagreement.

6. Objective: Describe the life of a working man in the 1830's.

Activity: Through the use of role playing, have several students describe the situation of working men in the 1830's. Roles should include: male factory worker, child factory worker and union organizer. Sources:

a. The Free and the Brave, pages 346-350.
b. Inquiry: U.S.A., pages 138-143 (Will Goes To Work) page 152 ("The Public Be Da..d!").
c. 40 American Biographies, pages 171-176 (Samuel Gompers)

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7. Objective: Describe a twentieth century reform movement and compare it to those of the nineteenth century.

Activity: Have students investigate a reform movement active in the country today. Find out:

a. When it began.
b. What it has done so far
c. What it would like to accomplish

/OR/

Have students write an essay or poem describing a social need that they feel exists today. Have volunteers read their work to the class. Sources:

Promise of America: Vol. II, pages 81-83, 101-111, 112-120, 169-170.

Have students respond orally or in writing to the following question: How are present day reform movements like or different from reform movements of the nineteenth century?

E. Evaluation

1. Have students pretend they are living in the 1830's. Have them write a brief essay to answer this question, "What reform movement would you have supported? Why?" Also have students draw a poster or cartoon to win support for the movement of their choice.

2. Let the class be a state legislature trying to decide what reform movements should be encouraged by legislation. Have students create laws and have other students debate the pro and con of these possible laws. Then have a students' legislature vote on these laws that are passed.

3. Have students list the conditions in America that the nineteenth century reformers wanted to change. Do any of the reforms started in the 1830's and 1840's still affect Americans? Are there any new reform movements today? Would you join any of these movements? What methods would you use to make your movement successful?

00155

F. Resources

1. Anderson and Shufelt, Your America, Prentice Hall, Inc., 1964.

2. Bailey, H., 40 American Biographies, Harcourt, Brace and World, Inc., 1964.

3. Caughey, Franklin and May, Land of the Free, Benziger Brothers, Inc., 1964.

4. "Folksongs in American History" (B/S 125), Resource Center.

5. Graff, H., The Free and the Brave, Rand McNally and Co., 1967.

6. Hoexter and Peck, A Nation Conceived and Dedicated, Vol. I, Scholastic Book Services, 1970.

7. Kane and Glover, Inquiry: U.S.A., Globe Book Co., 1971.

8. Reich and Biller, Building the American Nation, Harcourt, Brace and World, Inc., 1968.

9. Roden, P., Promise of America, Vol. II, Scott, Foresman and Co., 1971.

10. Schwartz and O'Connor, The Developing Years, Vol. I, Globe Book Company, 1971.

11. Spencer, P., Three Against Slavery, Scholastic Book Services, 1972.

12. Tannenbaum, Geise, Paulene, People Who Made Our Country Great, Cambridge Book Co., Inc., 1970.

13. Winters and Jones, New Rights in a New Nation. The Century Schoolbook Press, 1961.

00156

UNIT V

How Did the United States Grow in Size and Power?

A. Rationale

From a string of European footholds on the Atlantic coast to the present nation spanning a continent, the United States experienced growing pains and progress which led to the acquisition of territories as well as populating the West and dealing with the American Indian. To understand this phase of American History, students will explore the relationship between the U.S. and foreign nations, analyze methods used to acquire new lands, make judgments about strategies for dealing with the ever-present Indian.

B. Objectives: You will be able to:

1. Describe and explain how the U.S. became increasingly involved in foreign affairs.

2. Describe and explain how and why America and Americans went West.

3. Describe the role of Indians in American history and make judgments about their treatment by white settlers.

C. Key Questions

1. How did the U.S. become increasingly involved in foreign affairs?

2. How and why did America and Americans "go west?"

3. What was the role of Indians in American History?

D. Major Skills: You will be able to:

1. Locate, gather and interpret information from varied sources.

2. Organize and present social studies in varied forms such as discussion, audio-visual, individual and group reports.

3. Participate in role playing and skits.

4. Express ideas effectively in both oral and written form through such means as map making, pictures, essays, and debates.

5. Use the inquiry method for solving problems.

6. Discriminate between fact and opinion.

00157

Experience I

A. Question: How did the United States become increasingly involved in foreign affairs?

B. Purpose: The economic, political and geographic growth of the United States in the years after independence demanded an increasing role in foreign affairs. Sometimes this role was one of formulating foreign policy, but at other times the role was one of war. As the United States grew, it had more interests to protect and thus began developing greater influence with foreign neighbors. The central purpose of this experience is to explore the early years of the American republic to determine how the United States became involved with foreign affairs.

C. Objectives: The student will describe and explain how the United States became increasingly involved in foreign affairs. To accomplish this, the student will:

1. Describe the foreign policy of the early administrations.

2. Explain the causes and results of the War of 1812 and the Mexican War.

3. Describe the circumstances behind the formulation of the Monroe Doctrine and explain its purpose.

D. Suggested Activities

1. Objective: Define foreign affairs and give examples of it.

Activity: Write the words foreign affairs on the chalkboard, and ask each pupil to define it in writing. Ask students to give examples of it based on recent events of international importance. After the discussion, have a student find a dictionary definition of the word. Have the class judge the accuracy or inaccuracy of their definitions.

An alternate plan would be to have previously obtained from the school media center issues of Time, Newsweek, U.S. News and World Report and newspapers. Ask students to locate articles that would fit in the category of "foreign affairs." Have them share the articles with the class and tell how it fits with foreign affairs. Then have them write a definition on the chalkboard. If you wish, students could take this opportunity to begin a Current Affairs bulletin board.

00158

2. Objective: Identify the relations between America and European nations during the early years of the United States.

Activity: Have students use a variety of texts and references to complete the following chart:

United States Foreign Relations

Administration	England	France
George Washington		
John Adams		
Thomas Jefferson		
James Madison		
James Monroe		

As a guide to research, use the following questions:

a. Were there any wars during the administration?
b. Were there any treaties made during the administration?
c. Were there any purchases of land during the administration?

If each student is to complete the chart, allow two class periods for research. However, the same goals could be accomplished by dividing the class into five groups and assigning each group an administration to research.

After all of the information has been synthesized into a single chart, take the major idea or theme from each administration and compile the ideas into a list. Some suggested items would be neutrality, war, undeclared war and making treaties. As a long range activity to be done at home, have the students take clippings from magazines and newspapers which exemplify those items. Present the results to the class.

00159

3. Objective: Analyze the political lives of selected statesmen to determine their influence on the foreign affairs of the time.

Activity: Assign reports to individuals. Their task will be to locate information on the person they are researching and present it to the class. Suggested report topics with the focus for study in parentheses are:

George Washington (Citizen Genet); John Adams (undeclared war); John Jay (Jay Treaty); Thomas Jefferson (purchase of Louisiana, embargo); James Madison (War of 1812); James Monroe (Monroe Doctrine); John Quincy Adams (as secretary of state).

Have students discuss, "What do you think are necessary personal characteristics of a diplomat or elected official involved with foreign affairs?"

4. Objective: Given a list of 15 people and one fact about them, select the five they think would best fill the post of ambassador, justifying their choices.

Activity: Ask the students, "If you were going to select a person to represent our country on a newly discovered planet, what characteristics would you look for?" Have students discuss this question, and list these qualities on the chalkboard. Then distribute Student Resource 1, and have each student read the sheet and choose the five people he would select as space ambassadors. Divide the class into groups of five. The task of the group is to discuss the choices and reasons for the choices and arrive at a decision of the five people the group would suggest for the posts. Allow 15-20 minutes for group work; then discuss the results with the class. Bring to the attention of students possible racist or sexist biases which may have unconsciously influenced individual and group decisions.

5. Objective: Identify the countries existing in the early 1800's with whom the United States would most likely have close foreign relations.

Activity: Display a wall map of the world that would show countries in about the year 1800. Have students brainstorm as to why the young United States must carry on foreign relations with other nations. List these on the chalkboard. Ask students to make an educated guess as to what country the United States would obtain these commodities or support (if ally is listed). Then have the students try to locate the countries on the wall map. It is possible that some students will name some countries that did not exist at the time. If this occurs, ask students to approximate where those countries are. When this is complete, have the students use the school media center to verify their guesses. To follow this activity, students could make a bulletin board. On it should be the United States and the foreign nations it dealt with during the era (cut out of construction paper). Using string or wool, connect the U.S. with the appropriate country, placing an index card descriptive of the type of relations the two countries experienced.

00160

6. Objective: Analyze a hypothetical situation and suggest a rational solution to a complex problem.

Activity: Give the students the following situation: You are a member of the advisory staff to the president of the country of Guay. There is an emergency meeting called to discuss an important international situation. The country of Liva, of whom you were recently a colony, is fighting the country of Zil. When your country was waging a revolution against Liva, the country of Zil gave you men and supplies that eventually helped you win the war. Now you have a very special problem. If you give aid to Zil, it is probable that Liva will declare war on you, and being a young country war is the last thing you need. If you aid Liva, then Zil, the friend who helped you gain your independence, will declare war on you. Right now, both countries are stopping your ships to get much needed supplies. The question before the President and staff of Guay is simply, "What is to be done?"

Ask yourself these questions before you respond to that question.

a. What choices of action does Guay have?
b. What would be the consequences of such action?
c. How would the people of Guay feel about your decision?

Discuss the situation before you, and arrive at a suggestion you can give the President.

(This activity can be initiated on an individual basis and completed in small groups.) Discuss all responses and student opinions. Compare this situation with the one existing during John Adams' administration. Substitute the United States for Guay, England for Liva, and France for Zil. Have students research to identify the historical answer and discuss the solution in class.

7. Objective: Explain the causes of the War of 1812.

Activity: Have students role play a presidential press conference. Choose one student to be President Madison and ten or twelve students to be press reporters. Choose three more students to be television "capsule summary" reporters, to review the conference and give their opinions of the happenings. Have all students do background reading on the causes of the War of 1812, including the opinions of the President, the opinions of Virginia, and the opinions of New England. (Refer to Student Resource 2 entitled "Mr. Madison's War.") Conduct the conference in a manner similar to this: Have a stand or lectern on the front center of the room. Seat the reporters in a semi-circle around it. On one side of the room, seat the students who will be giving the "capsule summary" of the press conference. It may be helpful to "plant" some questions with the reporters in order to get the press conference moving. Be sure the following ideas are covered:
a. Why is the U.S. going to war?
b. What does the country expect to accomplish?
c. What if we lose?
d. How capable are our military leaders?
e. Will we get enough volunteers?

After the press conference and the capsule summary, have the students who were not involved evaluate the action. It would be interesting to take the students who were not involved this time and give them a similar situation taking place after the signing of the Treaty of Ghent. Use this format:

a. All reporters seated.
b. The President arrives--all stand.
c. President tells reporters to be seated, and opens the conference.
d. Reporters question the President. President responds. (The President should be prompted so that he will evade questions he cannot or does not want to answer.)
e. The conference should be ended when questions either are not asked or become redundant.
f. Scene switches to "capsule summary." (Allow students a short period of time to get their thoughts together.)
g. Non-participants evaluate press conference.

Note: If you feel it necessary, note taking and questioning skills could be reviewed before the role playing and simulation.

8. Objective: Examine and analyze the points of view and factions which divided the United States in 1812 in order to become involved in the decision making process.

Activity: Obtain a copy of the text Involvement. (Purchase through mail by writing Involvement, 3521 East Flint Way, Fresno, California 93726.) In this text is one unit focusing on the causes of the War of 1812. Students are given letters and reports that contain differing points of view. The student's task is to consider the pros and cons of each report, submit a committee report to Congress concerning a course of action (to declare war or not) and to engage in debate, discussion, compromise, and voting. This is a very interesting activity for average and higher ability students.

9. Objective: Describe the different opinions that existed in Congress about warring with England in 1812.

Activity: Distribute copies of Student Resource 2. Review any difficult vocabulary with the students. The reading could be put on cassette tape for the students to listen to after they have read it. Discuss the article by using questions such as:

a. What are "war hawks?" What are "doves?"
b. What did John Randolph say was the reason the "hawks" wanted war?
c. Why do you think the article was entitled, "Mr. Madison's War?"
d. Explain why you would have been a hawk or a dove.
e. Do you think New England was right in suggesting secession if the war did not cease? Why or why not?
f. Was the issue important enough to cause disunion? Why?
g. This reading was taken from a series of articles entitled "Other Days--Other Vietnams." Why do you think that title was chosen?

NOTE: The reading and questions are directed to higher ability students. However, the same objectives can be met by average and lower ability groups by assigning reports, research and skits, or panel discussion of the following topics: War Hawks, Doves, Hartford Convention, James Madison's Administration, Causes of the War of 1812.

00162

10. Objective: Explain the role played by the city of Baltimore in the War of 1812.

Activity: Obtain a copy of a filmstrip dealing with Fort McHenry, preferably, one without captions. There are two such filmstrips in the Resource Center. One is in a unit of field trips entitled "Going Places--Baltimore City" and the other is "Fort McHenry." Have students view selected frames from each filmstrip. Conduct a picture analysis discussion bringing out ideas regarding the main point of interest of the filmstrip frame. Then go through the filmstrip and ask the students, "If you were writing a narration to be taped and placed with the filmstrip, what would you write about this picture?" Have a student secretary keep notes on what is mentioned. When finished, have a small group of interested students use a cassette tape recorder along with music or a sound effects record to write a final narration (using the class' suggestions) and tape record it. The finished product should be viewed by the class.

11. Objective: Gain experience in map skills while identifying centers of conflict during the War of 1812.

Activity: Distribute to students a map of the Eastern United States (east of the Mississippi River.) Using an historical atlas or text, have students plot the main points of action on the map. Use symbols to locate British troop movements, American movements, key battles (victors), and terrain. When complete, ask students to analyze their maps (and textual material if they have done background reading) in order to determine the battle they think was the most important one for the Americans to win. They should state their reasons in writing. Then ask, "IF one of the battles that the Americans won had been won by the British, and that victory would have given the British an upper hand at winning the war, which battle do you think that would have been?" Explain your choice.

12. Objective: Trace the circumstances behind the writing of our National Anthem.

Activity:

a. Show a filmstrip or play a record about the writing of the Star Spangled Banner. Provide students with appropriate historical and factual questions.
b. Have several students do library research and write a short biographical sketch of Francis Scott Key.
c. Have several students research to find the answer to the following questions:

    1. When, by general agreement, did the Star Spangled Banner become our national anthem?
    2. When did Congress pass the law which officially adopted the Star Spangled Banner as our national anthem?

d. Have several volunteers pretend that they have been assigned to write a new national anthem for our country. Have them write the melody and lyrics for their anthem.

13. Objective: Describe the War of 1812 as seen through the eyes of a participant.

Activity: Obtain a copy of the book by Edward Everett Hale, Man Without a Country. It contains an account of one man's experiences during the War of 1812, a man who renounced his country. The story also is in play form and available at the public library. Have some students dramatize the portion of it that is applicable to this part of the experience.

14. Objective: Examine the feelings, opinions, and issues in America in 1846 which led to the Mexican War.

Activity: Obtain a copy of the text Involvement. (Purchase through mail by writing Involvement, 3521 East Flint Way, Fresno, California 93726) Unit four contains a series of letters and reports for students to read involving the growing concern about war with Mexico. Students will read and discuss issues and points of disagreement. Use this activity only with average and high ability students.

15. Objective: Explain the causes of the Mexican War.

Activity: Hold a Presidential press conference. See Activity 7 of this experience for suggestions.

16. Objective: Gain experience in using map skills while identifying centers of action during the Mexican War.

Activity: Distribute maps showing the Southwestern section of the United States and Mexico. Using an historical atlas or text, have students plot points of conflict during the span of the war. Use symbols such as arrows to represent battles (and victors) and troop movements. When complete, have some of the students compare the troop movement patterns with a physical map of the region. Answer: What role does geography have in moving land military forces? Could the military leaders have taken easier routes? If so, what are they?

17. Objective: Identify three people who fought in the Mexican War and who later fought in the Civil War.

Activity: Have either individual or small group research into the lives of Ulysses S. Grant, Robert E. Lee, and Jefferson Davis during their involvement in the Mexican War. Have the students find out why these men, a decade and a half later, became famous. Ask students to present their reports to the class by use of on-the-spot-interviews, "You Are There," or some other means that would help encourage student interest.

00164

18. Objective: Explain the causes and outcome of the Mexican War.

Activity: Obtain the STEM publication "Treaty of Guadalupe Hidalgo" (Purchase through mail by writing to Stem, P.O. 393, Provo, Utah 84601. Cost is approximately $2.) Students are able to role play whether or not to accept and ratify the Treaty of Guadalupe Hidalgo which was drawn up by a United States representative without official authorization. This activity requires background research. Recommended for higher ability students.

19. Objective: Interpret one main point stated in the Monroe Doctrine by means of a political cartoon.

Activity: Distribute Student Resource 3 concerning the Monroe Doctrine. Have students interpret the cartoon by answering the six questions at the bottom of the page. Then refer to The Free and the Brave, page 314. Using a political cartoon, have the students express the other main points of the Monroe Doctrine listed on the page. Have students respond to:

a. Does the Monroe Doctrine have any useful purpose today? If so, what is it?
b. How do you think foreign nations felt about the Doctrine when it was written? Today?

20. Objectives: 1. State the purposes of the Monroe Doctrine.
2. Describe how the Monroe Doctrine has been used during the past 150 years.

Activity: Have students read about the Monroe Doctrine in several of their texts. Answer the following:

a. What was the Monroe Doctrine?
b. Who wrote it?
c. Why was it written?

Then have the students locate specific times in American history when the Monroe Doctrine was used or could have been used to limit or exclude European influence in North and South America. (Some examples could be: Spanish taking control of South American nations, the Spanish-American War, the Cuban Missile Crisis).

To summarize the importance of this policy, have the class discuss:

a. How did the Monroe Doctrine serve to help the growth of nations of the Americas?
b. How did it help the economic growth of the United States?
c. Do you think the United States had enough military power to enforce the Monroe Doctrine at the time of its origin? Why?
d. Do you think the United States had a right to tell Europe to stay out of the Western Hemisphere? Why?
e. Was this a "selfish" policy for the United States to follow? Why?

21. Objective: Compare and contrast the outcomes of the war of 1812 with those of the Mexican War.

Activity: Have students construct a chart in their notebooks similar to the one below:

Outcomes of the War of 1812 and Mexican War

	Economic	Geographic	Political
War of 1812			
Mexican War			

Either through research or class review, have the students complete the chart. Summarize by asking, "How are all wars similar? How are wars different? Do you think it was an important decision for the United States to go to war on both occasions? Why or why not?"

22. Objective: Identify and describe a modern day application of the Monroe Doctrine.

Activity: Obtain an account of the Cuban Missile Crisis of 1962. There are accounts in the following tests: Inquiry Experiences in American History, pages 162-165; Adventures in American History, pages 314-316. Have students review the facts in the occurence. Then ask, "How could the principles of the Monroe Doctrine apply in this case? Could President Kennedy use the Monroe Doctrine with the same or more authority than President Monroe? Why? How could the Russia of 1962 be compared to the Spain and France of the early 1800's? Do you think the Monroe Doctrine could be used today by the United States with the same results as in the past? Why or why not?"

E. Evaluation

1. Have a group of students create a news report concerning the United States invoking the Monroe Doctrine. The group may make up the entire situation, basing it on either the events of the 1820's that led to the original statement or on the Cuban missile crisis. Have the class judge whether the presentation communicates the true meaning and intent of the Doctrine.

2. Have students either write or role play two accounts of the reaction to the announcement of the Monroe Doctrine: one, from the King of Spain who would like to further develop colonies in South America, and the other from the view of a citizen of a young nation in South America who is opposed to Spanish domination.

3. Prepare a mural showing events of the War of 1812. Suggested topics would be events surrounding the writing of the national anthem, the warship Constitution engaged in combat, war hawks in congress, attack on Fort McHenry.

4. Organize a debate. The scene is the floor of the House of Representatives in 1812. The topic is, "The United States has no other choice but to war with Great Britain." Have one group be hawks and the other be doves. Those not in the debate should be judging the others for accuracy, good points made in arguments and logic.

5. Prepare an interview with President Polk concerning the Mexican War. Have students represent the President and questioners. Afterwards, have the class prepare written responses to the question, "What purpose was served by war with Mexico?"

F. Resources

1. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1971.

2. Fort McHenry, filmstrip, Resource Center FS 167.

3. Glanzrock, Jay, Adventures in American History, Silver Burdett, 1971.

4. Going Places, filmstrips, Resource Center BS 259.

5. Graff, Henry, The Free and the Brave, Rand McNally, 1973.

6. Hale, Edward Everett, Man Without a Country.

7. Involvement, 3521 East Flint Way, Fresno, California 93726.

8. Stem, P.O. 393, Provo, Utah 84601.

00167

Unit V Experience I

Student Resource 1

Space Ambassadors:

Your group has been given the responsibility of selecting the five persons from the list of volunteer candidates below who are to be sent as the first representatives from the planet Earth to a planet in a distant galaxy which has been found to contain human life very similar to that on Earth. Do not worry about problems of time, space, language, life support, or surprise attack, for modern technology has been able to take care of all of these. You will have fifteen minutes to reach a group decision. Try to avoid artificial decision-making such as voting or flipping coins.

The volunteers:

1. Assistant manager, New York bank, resident of Long Island, 39.
2. His wife, 37.
3. Welfare recipient, mother of six, Puerto Rican, 32.
4. Head of local construction firm son of Italian immigrant, 48.
5. Catholic priest, white, 28.
6. Editor of large college daily newspaper, 20.
7. Career Army officer, major, Vietnam veteran, 46.
8. Model for television commercials, male 49.
9. High school drop-out, working in neighborhood youth center, 18.
10. President, New England Chapter, World Federalists, female, 68.
11. Artist, involved with group marriage, pictures in leading national magazine, 41.
12. His younger wife, writer of unpublished children's stories, 19.
13. His older wife, M.D., just published major research on cancer, 47.
14. Chief, Black-fox tribe, Chene American Indians, 87.
15. Principal, urban elementary school, white, 43.

It would be nice if there were more data available on these candidates, but you must remember that in the real world we are continually forced to make judgments based upon incomplete data.

After your committee has reached its decision, discuss what values you hope the chosen group will communicate.

* Adapted from Robert C. Hawley & Isabel L. Hawley, A Handbook of Personal Growth Activities for Classroom Use (Amherst, Mass: Educational Research Associates, 1972.)

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Unit V Experience I

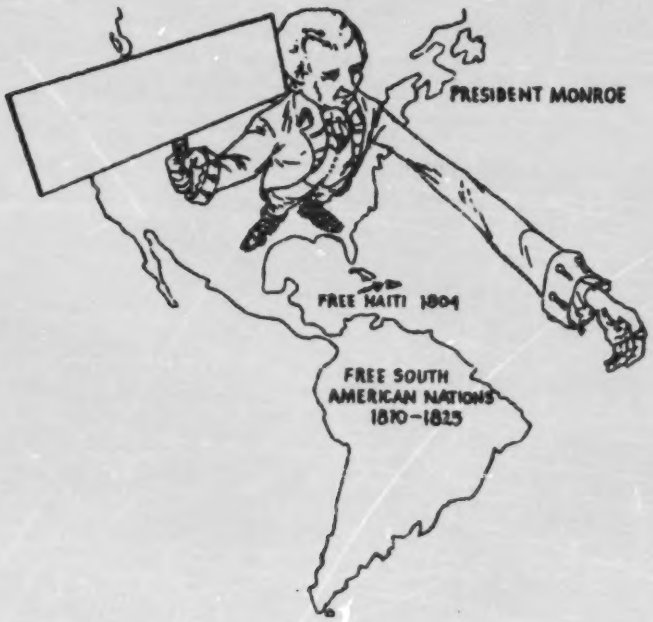
Student Resource 2

"Mr. Madison's War"

Article, "Mr. Madison's War," reprinted from "Other Days--Other Vietnams," by Thomas J. Fleming as published in This Week Magazine, December 31, 1967, has been removed to conform with copyright laws.

Unit V Experience I
Student Resource 3

In 1823 President Monroe sent a warning to the nations of Europe. He told them not to try to get their South American colonies back or start new colonies. The cartoon shows this. Use it to answer the questions below. Follow the directions in each question.



1. Who is the man in the cartoon? _____

2. What country is he standing on? Write its name in the right place.

3. What continent is he reaching out to protect? _____

4. Put an *X* on the cartoon where the continent of Europe should be.

5. What is the name of the ocean between North America and Europe? Write its name in the right place.

6. Which of the following would be the best title for this cartoon? Write it on the sign that the man is carrying. A. LEAVE THE COLONIZING TO US B. SOUTH AMERICA FOR THE SOUTH AMERICANS C. COME ON DOWN TO SOUTH AMERICA

Experience II

A. Question: How and why did America and Americans "go west?"

B. Purpose: By the mid-1800's the American West was being flooded by waves of people who, for reasons not unlike those of the first Europeans to American shores, were seeking a new life. The uniqueness of the varied western geography greatly influenced the problems and concerns of these individuals, but eventually, as we are learning today, they became the masters of their environment.

The story of the American West involves more than what the typical movie or television drama would have us believe. From the politics, and sometimes war, of acquisition, to the hardships of travel; from the sod homes of the plains to the mine camps of California; from organized law to vigilante justice, the story is told by the people who made it--those many unnamed people, unknown to history books, who perservered and tamed the west. It is the purpose of this experience to explore how and why America and Americans west.

C. Objectives: The student will be able to describe how and explain why America and Americans went west. To accomplish this, the student will:

1. Describe how the United States expanded from coast to coast.

2. Explain why people went west.

3. Explain how life styles were affected by settling the west.

D. Suggested Activities

1. Objective: Describe how and why the United States expanded from coast to coast.

   Activity: Obtain the movie "Westward Expansion" (F 817) from the Resource Center. Use it as an introduction or summary to the unit. As you preview the film, develop appropriate guide questions on both factual and conceptual levels.

2. Objective: Explain how the United States expanded from coast to coast.

   Activity: The kit U.S. Inquiry Maps (Sunburst) contains an excellent unit on "Westward Expansion." The activity pages are IX-1 through IX-10 and are divided into two sections. Section A deals with map making and chart making and requires the students to use multiple maps to answer questions. Section B focuses on reasons for U.S. expansion and may be treated as a separate activity if desired. See teacher's guide, page 19, for further suggestions.

3. Objective: Describe how the United States expanded from coast to coast.

   Activity: Obtain copies of the Educational Source (available for purchase through mail by writing, The Educational Source, P.O. Box 103, Soquel, California 95073) entitled "Manifest Destiny" catalogue number 800004. In it are unique games and activities based on source material of the time. The material is in newspaper fashion. Complete ordering information is available in the latest list of recommended books from the Office of Social Studies.

4. Objective: Gain experience in mapping skills while studying the Lewis and Clark Expedition.

   Activity: Obtain the movie Map Skills--Lewis and Clark (f 762) from the Resource Center. Use it in class to develop the idea of westward expansion and the use of map skills. A teacher's guide is available for use with this film.

5. Objective: Examine the orders given to Meriwether Lewis concerning his journey in the Louisiana Territory to identify what they tell about President Jefferson the man.

   Activity: Distribute copies of Inquiry Experiences in American History. Have students read pages 50-52. Answer either orally or in written form the questions on page 52. The annotated guide to the text suggests the following question: "Ask students to explain how the actions one takes or the instructions one gives often reveal the values which that person holds. Can you cite examples with which you are familiar (for example, a coach's instructions to his players, a union or an employer's instructions to his employees?)"

   To summarize the activity, have students pretend that they are giving instructions to the first astronauts to explore Jupiter. What are their instructions?

6. Objective: Identify selected characteristics of the parts of the United States traversed by the Lewis and Clark Expedition.

   Activity: The kit U.S. Inquiry Maps (Sunburst) contains a unit on the Lewis and Clark expedition. The student activity pages are X-1 through X-8 and map C. If analyzed early in the westward expansion unit, this activity will provide greater understanding when considering geographical obstacles encountered by people moving west. See teacher's guide, page 20 for further suggestions.

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7. Objective: Label acquired territories on a United States map and tell the possible economic and geographic importance of each territory.

Activity: Using the U.S. Inquiry Maps (Sunburst Publications), discover the mineral resources, vegetation, and climate for each of the territories acquired by the U.S. Complete a chart similar to the one below entitled "Geographic and Economic Significance of Acquired Territories."

Territory	Climate	Vegetation	Mineral Resources

When the chart is complete, have students respond in writing to the following questions:

a. Of what importance to the economy of the United States was the acquisition of this territory?

b. In what other ways have these acquisitions proven to be of importance?

8. Objective: The student will be able to label acquired territories on a United States map.

Activity: Have students read pages 99-103 in A Nation Conceived and Dedicated. On a blank United States map, have students label and color code the territories acquired by the United States between 1803 and 1850. Include on the map:

a. The name of the country from which the territory was acquired.

b. The date the territory was acquired.

00173

9. Objective: Identify and analyze various views about the acquisition of western lands.

Activity: Distribute copies of Student Resource 1 to students and discuss the following questions:

a. Which of the four men do you think give the best reason for expanding the border of the United States? Explain why and also explain whether or not you agree with the philosophy of expansion as stated by that man.

b. Look up the phrase "Manifest Destiny," and write its meaning. Which of the four quotes comes closest to exemplifying the philosophy of "Manifest Destiny?"

c. If a plains Indian asked you, "Why do you kill our Buffalo, take away our land, and put us on reservations?" what justification would you give?

d. "If they have the power to take and keep it, getting that land is their duty and their destiny." Do you think this philosophy played a major role in U.S. expansion in the nineteenth century? Do you think it was a good attitude for Americans to have at this time in history? Would it be a good philosophy for the nation to advocate today? Why?

10. Objective: The student will be able to describe means of transportation used in America in the nineteenth century by taking a field trip.

Activity: Obtain the filmstrip set Going Places from the Resource Center. In it is an activity entitled "The B & O Transportation Museum." The activity is complete with story, filmstrip and plans for a field trip. If the class does not take the field trip, the filmstrip may be used in a learning station. Preview before use.

11. Objective: Create a profile map of the United States to help understand the difficulties of "going west."

Activity: Obtain a raised relief map of the United States. Have a group of students use it to draw a profile, or cross section, of the United States. Have the students construct it so that it fills a bulletin board while remaining in the proper proportion. Use sheets of colored paper about two feet by three feet (or piece smaller sheets together) to make the profile map. When complete, it should look something like this:

After placing it on your bulletin board, have students use maps or atlases to locate the elevation of key cities in your study of the westward movement. Some suggested cities would be: Baltimore, New York, Chicago, St. Louis, Denver, Santa Fe, Salt Lake City, San Francisco, Seattle, Kansas City. Remind the students that they are determining elevation. (Some may get the impression that the cities are on the same parallel of latitude.) Ask simple questions to determine student understanding of the concept of a profile map. For example, the following questions could be used:

a. What city is highest in elevation? lowest?
b. Where do you think agriculture would be a major occupation? Why?
c. What are the two mountain ranges you see? Name them and point them out for us.

If you wish, students could use some of the maps from the U.S. Inquiry Map kit to determine answers to questions like:

d. Where do you think mining would be a major occupation?
e. What type of vegetation would there be from one side of the map to the other that travelers in wagons could eat along the way?

Then ask questions that would reflect travel conditions:

f. Where would traveling be most difficult? easiest?
g. Why do you think that many people thought St. Louis a good resting point? a good starting point for their journey?
h. What time of the year would you have to leave Baltimore to get to San Francisco before the snows in the Rockies?
i. What time of the year would you leave St. Louis to get to San Francisco before the snows?
j. What type of animals would be best suited for the journey? Why?

If you wish to pursue this type of questioning, topics such as animal life, availability of fresh water, and climatic conditions could be explored. This activity would also work well in a learning station.

12. Objective: Locate routes of travel taken by people moving west.

Activity: Obtain the transparencies "Overland Trails West" (M 2011) from the Resource Center. Supply students with a map of the United States. Use the transparencies as a resource in locating trails taken by pioneers. When complete, have the students choose one trail, and in story, diary, or other written form, recreate a journey west. Include major cities, wildlife, natural surroundings, mishaps to your wagon, any contact with Indians, or other items the students wish to add. Have a variety of the stories or diaries read in class.

13. Objective: Draw three routes taken by early pioneers when going west.

Activity:

a. On a blank United States map draw and label the main routes which pioneers took when they went to the far west. Include the names of any important cities at the beginning, end, or along these trails. Use Promise of America, Struggling for the Dream, page 47, as a source.

b. Using U.S. Inquiry Maps (Sunburst) have students use the proper maps to discover the following information about the main western trails:

1. The present day states the trails went through.

2. The major rivers the trails followed.

3. According to elevation and vegetation maps, the trails which geographically caused pioneers the most problems.

4. The important cities which are now located on or near the early western trails.

14. Objective: Describe the hardships of moving and settling in the west during the gold rush days.

Activity: Obtain the series Folksongs in American History (B/S 125) from the Resource Center. Filmstrip unit four, "In Search of Gold," describes travel, settling and mining by the use of folksongs of the era. Have students view the filmstrip. Go through the filmstrip again silently, having students use the words as source material to describe the life of that part of the American experience. This would lead into a discussion of the gold rush. Perhaps one or two students would like to construct a model of a mining camp and describe it to the class. It could also be made into a learning station.

15. Objective: Explain how pioneers found their way west, and describe the food they needed on their journey.

Activity: In the text Inquiry Experiences in American History, there is a reading on pages 58-61 that gives source material for students to use in determining how the pioneers found their way west and the types of food it was suggested they take. Have them read the pages and answer the questions on page 60. Ask students, "Why was interdependence important in traveling by wagon train? If someone were writing a book like Andrew Child's about the future, what are some suggestions you think would appear about travel in space or to the floor of the ocean?"

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16. Objective:
Describe the journey overland by wagon as expressed in source material.

Activity: Distribute copies of Inquiry Experiences in American History. Have students read pages 62-65. Using a map of the United States, trace the journey from Augusta, Maine to Kansas. Have students describe the surroundings of the Tabors at different legs of their journey. Have students answer questions on page 65. Several pupils might like to use their artistic talents to make a pictural display of the Tabors trip west. Arrange the pictures in order and put them on the bulletin board. Using a cassette tape recorder (and sound effects, if possible), record the story from the book to go with the pictures. Students from other classes might like to listen to the audio-visual presentation.

17. Objective: Explain why people went west.

Activity: The text Promise of America, Struggling for the Dream contains an excellent reading describing reasons for moving west from the 1700's to the middle and later 1800's. The introduction to the reading begins on page 23 and ends on page 24. Students are then instructed to make a chart to summarize their reading as they go along. Have them make the chart and fill it in when the text directs them to do so. There are questions on these pages: 27, 30, 33, 35, 39, 42, 45. Page 46 contains summary questions. Read the case studies contained in those pages to determine whether you wish to use them with your class.

18. Objective: Explain why people went west.

Activity: Have students use various materials in the classroom to determine why the following people went west: Mormons, 49'ers, sodbusters. After they have identifyed reasons for moving west, have students locate on a map where the people settled, describing the geography of the area if possible. If your students made the profile map described earlier, have them plot the locations of their settlements. Ask students to answer the following question either orally or in written form: How were the reasons for moving west similar to the reasons for the European nations colonizing America?

19. Objective: Explain why people went west.

Activity: For many people, the west held the promise of a new life and new wealth. One such person is one whom is sometimes skimmed over in the stories of wagon trains and the rugged way west. His name is Aaron Burr. His story and case is different than most people's, but still he did go west, but for what reason? Many historians believe he meant treason against the United States government. Have students explore the Burr case as given by Selected Case Studies in American History, Vol. 1, pages 86-99. If you wish, the case could be studied by a small group and presented to the class. Be sure some background material is known by the students such as: a. Who is Burr? b. Why was he famous? c. Was he liked by the voters in his state? d. How was he involved with Alexander Hamilton? e. What political offices did he hold? f. Could he have been elected President of the U.S. instead of Jefferson? Explain.

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20. Objective: Describe the role of mountain men in westward expansion.

Activity: Distribute copies of Inquiry, U.S.A. Ask students if they have ever heard of "mountain men." If they have, list their responses on the chalkboard. Then read pages 75-79. When finished, have them compare their impressions of mountain men listed on the board with what they read in the text. Review the article with the questions on pages 79-80. Summarize the idea by using the question under "What do you think?" on page 80. This reading is good for slow students.

21. Objective: Describe how moving west affected one man's life.

Activity: Have students read the story of Jim Bridger in the text, Forty American Biographies. Ask students to tell how the physical terrain as well as Bridger's occupation affected his life. Some students might like to tape an "interview" with him. Bring out major details of his life, but concentrate on the idea of why he went west.

22. Objective: Explain how and why people went west.

Activity: To aid in research, SVE has several titles of sound filmstrips that could be of use to your study. Two are "Pathfinders Westward" and "Westward Migration." Students can use these by themselves and extract much information about the life styles of the settlers and the geography of the land. The accomplishments of individuals are brought out. Preview before purchase.

23. Objective: Explain why people went west.

Activity: Obtain copies of The Educational Source, catalogue # 800008 (P.O. Box 103, Soquel, California 95073). The issue concerns the 49'ers. Included are simulations, comparisons and activities based on source material. The material is in newspaper format. Complete ordering information is available in the latest list of recommended books from the Office of Social Studies.

24. Objective: Explain how the growing population of the west encouraged the development of transportation and communication.

Activity: Have a group of students use the school media center to identify and describe new inventions and other means that helped develop communication. Students should check books, picture files, filmstrips, and transparencies for information. Have students report back to the class orally or by making displays of a means of communication and an explanation as to how it operated.

Another group could simultaneously be working on the same type of project with transportation as their topic. When complete, questions could be added to make interesting learning stations.

25. Objective: Experience trading on the frontier by simulation.

Activity: Obtain the simulation Powderhorn (K 38) from the Resource Center. There are materials to be taught and duplicated; therefore, it is suggested that you get the simulation several days before you intend to use it. This is an excellent simulation, but it must be used carefully because some students may experience anger due to the nature of their role.

26. Objective: Describe life on the frontier by making a radio program.

Activity: After completing background research, some students might like to tape a radio program that describes the life style of individual settlers on the frontier. Suggested titles would be "Voices of the Pioneers" or "First Lady Visitors."

27. Objectives:
a. Given a picture of a mining camp, describe the living conditions of the early miners.
b. Given a picture of a prairie home, describe the living conditions of a typical prairie farmer.
c. As a result of picture interpretation, list the tools and implements of the plains farmer and a miner.

Activity: Using Promise of America, Struggling for the Dream, pages 38-42, and Law in a New Land, pages 79-81, as sources analyze the pictures and complete the following:

a. Describe the conditions of a typical mining camp.
b. Describe the conditions of a prairie home.
c. List the tools and implements used by a miner and a farmer.

Upon completion of the above, compare and contrast the life styles of a typical miner and a prairie farmer.

28. Objective: Describe the conditions of a typical mining camp and a prairie home.

a. Have students make their own prairie homes. Emphasis should be placed on the lack of building materials available on the great plains and the creation of "sod" houses. Materials such as sugar cubes or painted cardboard can be simulated to appear as sod. Include a report on how the prairie farmer built his home.

b. Have students find pictures of specific tools and equipment used by the Western goldminers in the mid-1800's. Have them use wood or cardboard to create small-scale models of this equipment.

c. Have students use an open cardboard box to make a diorama showing an overall picture of a mining camp or a prairie farm.

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29. Objective: The student will be able to analyze maps to determine population trends from 1790 to today.

a. Have students study pages 76-78 in Promise of America: Struggling for a Dream. On these pages are four maps which show population growth of the United States in 1790, 1840, 1890, and today.

b. Have students answer and then discuss the following questions:

1. What do the four maps tell you about the growth of population West of the Mississippi between 1790 and today?
2. Around 1850, what would you guess would be the average number of people per square mile West of the Mississippi River?
3. In 1840, what are some of the reasons for the absence of large cities in the West?
4. Explain how the population growth of the United States, as shown by these maps, relates to the lack of law and order in the West.
5. Explain how the population growth of the United States as shown by these maps, relates to the idea that a frontier settler had to be a jack-of-all-trades.

30. Objective: Discuss the reasons why the West became known as the "Wild West."

Activity: Have students do library research and write a one or two page biography on one or more of the following people:

a. Black Bart
b. Sam Bass
c. Jesse James
d. Wyatt Earp
e. Dalton Gang

31. Objective: Give reasons why a lack of organized law and order in the West resulted in a "Code of the West," and list the main points of this code.

Activity: Have students read pages 84-88 in Law in a New Land. Answer the following questions:

a. What were some of the problems which caused the West to be called the "Wild West?"
b. Make a list of the few simple rules which Westerners lived by. Who made these rules? Why weren't the rules written down?
c. What do you think was the general concern behind most of the unwritten codes?
d. Do you think the punishment for breaking these codes was too severe? Explain.

To summarize this activity, have students compare and contrast "Codes of the West' to "Rules of a Mining Company." Some students

might like to pretend they have been elected by the miners to make up a new set of rules and punishments for the men in the mining camp. Students may retain some, but not all, of the rules listed on page 88 of Law In a New Land.

32. Objective: Define the term "Vigilante Justice" as it relates to law and order in the West.

Activity: Discuss the various reasons which people may have for "taking the law into their own hands."

a. Teacher should list reasons on the blackboard.
b. Break students into groups of five or six and have each group discuss the reasons and list them in order from most important to least important.
c. Teacher should tabulate group findings on the board and discover class consensus.
d. Using encyclopedias or classroom resources, have students write an explanation of the term "Vigilante Justice."

As a follow-up to the above activity:

a. Divide the class in half and debate the following sentence: "It is never right to take the law into your own hands."
b. Have students write a short story telling about "Vigilante Justice."

33. Objective: Improve reading and vocabulary skills through individualized enrichment reading materials.

Activity: In the program Dimensions in Reading: An American Album, SRA, there are readings that fit well into this unit. The numbers are: 154, 161, 166, 178, 182, 185, 190, 198, 205, 211, 214, 225, 226, 228, 246, 260, 264, 276, 297.

E. Evaluation

1. You have claimed a vast amount of land in what is today the state of Iowa. You hear of the discovery of gold and wish to move on. Use the proper resources to make materials and attract people to buy your land. Make posters, pictures, newspaper advertisements to accomplish this. Two other people may work with you. Post your materials on the bulletin board.

2. Make an audio-visual report of your trip from Carroll County to the gold fields of California. To do this, you will have to:

a. Determine which trail you would take.
b. Compare the trail route with the topography of the land.
c. Determine how much time it would take you to travel.
d. Identify those materials you would need to take with you.

Next, use the school media center to locate pictures of what your

trip would be like. Your media specialist will allow you to put some pictures on the bulletin board, but others will have to be re-drawn from books. Arrange the pictures in order. Write a narration for each picture, and use a cassette recorder to put the narration on tape. If you can, locate a sound effects record to play in the background. Put the pictures on the bulletin board or have them in a pile, numbered. Other class members will be able to listen to your taped description and follow the pictures. Two or three people may help you with this activity.

3. Either write in story form or produce a play concerning one event related to the acquisition of additional land. Examples are bargaining with the French for Louisiana Territory, an event of the Mexican War, how Andrew Jackson helped get Florida and so on. Your explanation should be very accurate.

4. Prepare and construct a diary of a famous pioneer going West. Include in your diary the following:

   a. Reasons for moving
   b. Routes taken
   c. Dangers encountered
   d. Names of places you have passed through
   e. Materials transported
   f. Role of each family member and tasks assigned

5. Have students collect information on the acquisition of Western territories. After the students have gathered information, have them fold a piece of notepaper into six equal parts. Each part will be considered a "frame" of the filmstrip. After they have satisfactorily drawn a filmstrip with captions and pictures, they are to copy their "filmstrips" onto plain white paper. This is to be done with a number 2 pencil pressing hard.

   The teacher then runs the students completed filmstrip through a copier and gets a transparency of the filmstrip. The transparency is given back to the student, who then colors in the frames with transparency pens and cuts them into individual units. The units are taped together in a row, and the filmstrip is shown by pulling these units across an overhead projector.

   Resources needed:

   a. Notebook paper
   b. Plain white paper
   c. Ruler
   d. Pencil
   e. Transparency paper
   f. Transparency pens
   g. Scotch tape
   h. Overhead projector
   i. Patience

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F. Resources

1. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1971.
2. Cuban, Larry and Roden, Philip, The Promise of America, Struggling for the Dream, Scott, Foresman, 1971.
3. The Educational Source, P.O. Box 103, Soquel, California, 95073.
4. Folksongs in American History, filmstrips (B/S 125) Resource Center.
5. Gardner, William et al., Selected Case Studies in American History, Vol. I, Allyn and Bacon, 1969.
6. Going Places, filmstrips, (B/S 259) Resource Center.
7. Hicks, E. Perry and Beyer, Barry K., United States Inquiry Maps, Sunburst, 1973.
8. Kane, Ralph, and Glover, Jeffrey, Inquiry: U.S.A., Globe, 1971.
9. "Map Skills--Lewis and Clark," movie, (F 762) Resource Center.
10. "Overland Trails West," transparencies, (M 2011) Resource Center.
11. "Pathfinders Westward" and "Westward Migration" SVE, sound filmstrips.
12. Powderhorn, simulation (K 38) Resource Center.
13. Ratcliffe, Robert, Law in a New Land, Houghton Mifflin, 1972.
14. "Westward Expansion," movie, (F 817) Resource Center.

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Unit V Experience II

Student Resource 1

Views on Expansion

1. "We must look forward to distant times when our rapid growth will cause us to expand beyond our present limits, until we cover the whole northern and maybe the southern continent with a people speaking the same language and having the same government and laws."

   - Thomas Jefferson, 1802

2. "Our population has begun to expand itself. Only a few hundred went at first, then a thousand, and now tens of thousands. I say to them all, 'Go on! The government will follow you and give you protection and land.' It is within the greatness of our people to go ahead and the duty of the government to follow."

   - Thomas Hart Benten, 1844

3. "The destiny of the American people is to conquer this continent--to start a new order in human affairs, shedding the blessings of our system around the world."

   - William Gilpin, 1846

4. "The history of the world from its earliest times, proves that when neighboring territory is needed for the general welfare of the people of a certain country, and they have the power to take and keep it, getting that land is their duty and their destiny."

   - Joshua Bell, 1846

00184

Experience III

A. Question: What was the role of Indians in American History?

B. Purpose: Students often bring to the subject of Indian studies misconceptions about the first Americans which have been reinforced by extensive exposure to movies and television. The red man is seen as a "wild savage" living in a teepee and torturing captured enemies. Actually, the study of the American Indian will reveal a people of varying cultures who wanted nothing but to continue living the way they had for centuries. This experience explores the Indian's way of life and his relationship with the whiteman and will, hopefully, destroy some very inaccurate stereotypes.

C. Objectives: The student will be able to describe the role of American Indians in United States history and make judgments about their treatment by white settlers.

1. Describe how and why Indians came to North America.

2. Describe and explain how Indian cultures differed from one another.

3. Describe and explain the relationship experienced by Indians and white man.

D. Suggested Activities

1. Objective: Identify the stereotypes students have about the "typical" Indian.

Activity: Distribute a sheet of white drawing paper to each student and give the following instruction: I am going to write one word on the chalkboard. Read it and draw a picture of the first image that comes to your mind.

Then write the word "Indian" on the chalkboard. Allow sufficient time for students to complete their drawings. When finished, collect the pictures. Either by posting the pictures or holding them up, have students observe them and respond to the following questions:

a. What items do you see that are in more than one picture?
b. How are the drawings of the people similar? different?
c. What type of homes did most people draw?
d. What is the scenery like?

Culminate the responses into a single description of "Indian." Ask students, "Where do you think we got our impressions of an Indian? (movies, television, comics) Do you think this description of an Indian holds true for all Indians? Why or why not?" Then using the school media center, have students locate as many pictures of Indians as possible and display them for the entire class to see. Ask,"Do you think there is any such thing as a typical Indian? Why?"

00185

2. Objective: Describe how and why the first Indians came to America.

Activity: Ask students, "Who discovered America?" Follow up student responses with, "Who did the Europeans meet when they arrived in America?" The answer, of course, will be the Indians. Have students formulate hypotheses on the question, "How did the Indians get to America, and where did they come from?" After hypotheses are formed, have students use classroom materials to either varify or disprove their educated guess. The following materials will be helpful in research:

The Free and the Brave, pages 6-7.
"The First Americans," F 505, Resource Center.
Indians of North America, sound filmstrips, Resource Center.

Have students discuss the term "migration" and how it applies to the Indians.

3. Objective: Locate where selected Indian tribes lived, and describe how the environment affected their life style.

Activity: The kit U.S. Inquiry Maps has an excellent unit on American Indians. Distribute sheets XI-1 through XI-4 to the students along with a packet of inquiry maps. Refer to the Teacher's Guide, page 20, for suggestions of use.

4. Objective: Describe and analyze theories as to where the Indians lived before settling in America.

Activity: Have several students research prior to the following activity. Using either a transparency or a wall map of North America with yarn and straight pins, have students locate the route historians believe Asian peoples took when searching for more food. Identify the present day states or countries through which these migration routes passed. Describe the land and what the Indians could have found there in terms of food. Provide time for discussion or question and answer session. If the presentation is good, you may ask the group to present it to another class.

5. Objective: Locate areas occupied by specific Indian tribes on a United States map, and tell what each did for a living.

Activity: Using U.S. Inquiry Maps, have students do the following:

a. Find a map which shows "areas occupied by selected Indian tribes 1650." (Map 8)
b. By overlaying Map 8 with maps 1, 4, 5, and 6 have students complete the chart on Student Resource 1.
c. Compare predictions of the final column with the map on page 49 of Promise of America: Struggling for a Dream.
d. Have students discuss, "What effect did the environment in which the Indians lived have on how they lived?"

00186

6. Objective: Analyze and describe the differences between Indian cultures.

Activity: Distribute copies of the text The Promise of America, Struggling for the Dream. Have students read and study the pictures on pages 48-53. That section of reading deals with the question, "What were the Indians really like?" Useful suggestions for this section are included in the teacher's guide, page 30.

7. Objective: Describe the various skills needed by Indians to survive on the frontier.

Activity: Using either the U.S. Inquiry Maps by Sunburst or page 49 in Promise of America: Struggling for a Dream, have students (working in pairs)choose one Indian tribe from each of the following categories.

a. Plains wanderers
b. Forest dwellers
c. Desert nomads
d. Desert farmers
e. Fisherman
f. Seed gathers

Have students research their selected tribe above in a variety of reference materials. For each tribe, make a list of the various skills needed for survival. When complete, have the students compare and contrast their findings with the findings of another group.

8. Objective: Analyze and describe four aspects of the lives of Plains Indians.

Activity: The Indians of the Plains paperback by Bobbs-Merrill Company contains many excellent readings on Indian life styles. Some of the suggested readings are:

"After the Hunt," pages 22-25.
"Sinopah Rides to Battle," pages 48-49.
"An Indian Hero," page 50.
"Chetanska the Brave," pages 51-53.

These readings are especially good with lower ability students.

9. Objective: Compare and contrast the life styles of two Indian tribes.

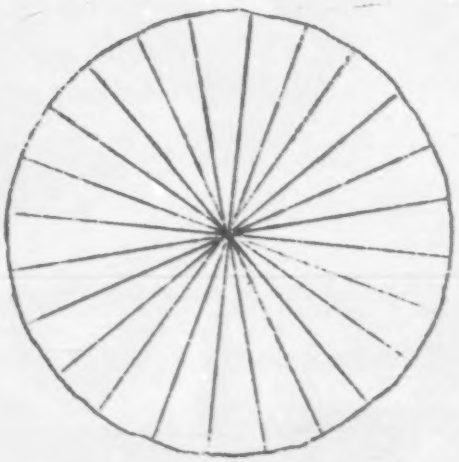
Activity: Divide the class into groups of three or four. To each group give a packet of U.S. Inquiry Maps (Sunburst). Have a member of the group overlay map #1 on map #8. The group will then choose two tribes to compare using the following method. One tribe has to be located east of the 90°W. latitude, and one tribe has to be located west of 90°W. latitude. Using classroom materials and any books, references or audio-visual material in the school media center, locate the following information about each tribe (results may be written in chart form): topography, climate, type of home, special tools or weapons, occupation, main source of food and relations with the white man. Students will find discussing the results interesting, because their findings will lead them far from the stereotyped image of the Indian. If you wish, projects could be made, bulletin boards constructed or slides made from pictures in books and magazines. This activity also lends itself well to developing bibliographic skills.

10. Objective: Compare a day in an Indian's life with a day in your life.

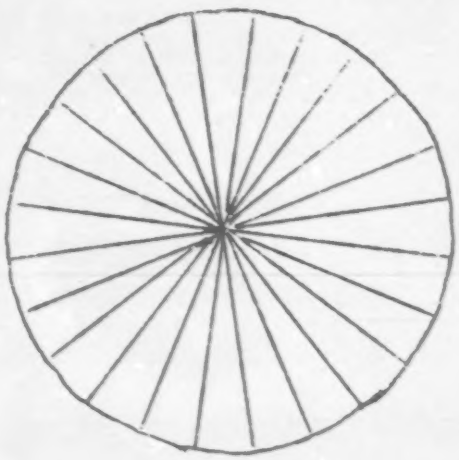
Activity: Have students make a list of the things they do in a typical day. Be sure to include eating meals and sleeping. When they have finished, have students put the number of hours (or a good estimate) spent each day doing that particular thing. Now do the same thing for an Indian that you have studied. If the number of hours the Indian spent doing it cannot be located, make an educated guess.

The two circles below stand for one day each. Each is divided into 24 parts, one part for each hour of the day. Use different colors to color in enough parts to equal the hours you spend in doing each of the things you listed above. Be sure to color key each item. Do the same thing for an Indian's day. Now compare the two, and answer the following questions:

MY TYPICAL DAY



AN INDIAN'S TYPICAL DAY



00188

a. How much time of the day do you spend doing about the same things as the Indian?
b. In what ways do you use your time differently?
c. How do you account for the great difference in time spent in obtaining food?
d. How do you think technology has played a role in making your day "easier" than the Indians?"

11. Objective: Identify famous Indians and describe the role each played in American History.

Activity: Have some interested students find information and present it to the class on famous Indians. If enough students are involved in this type of activity, perhaps a bulletin board could be set up with the title "Forgotten Americans" or "The First Americans" that would include the reports made by the students along with a picture of the Indian. Suggested names for research are:

Powhatan	John Ross	Geronimo
Opechancanough	Sitting Bull	Chief Joseph
Metacom (King Philip)	Tecumseh	Black Kettle
Massasoit	Red Cloud	Osceola
Sequoyah	Crazy Horse	Alexander McGillivray

12. Objective: Explain how Indians and whites viewed each other.

Activity: Have students discuss the question, "When someone new moves into your neighborhood, how do you know whether or not you will like him?" If your relationship turns out to be unfriendly, "how would you feel about this person? How do you think he would feel about you?"

Have students locate information on how Indians and settlers viewed each other. Use such texts as The Promise of America: The Starting Line pages 4-5 and The Promise of America: Struggling for the Dream, pages 58-63. After finding their information, have students role play the first meeting between an Indian and a white man. Ask students to describe events that could change the relationship.

13. Objective: The student will be able to identify ways Indian culture has influenced life in the United States.

Activity: Obtain the film "The American Indian Influence on the United States" (F 720) from the Resource Center. This film depicts how life in the United States today has been influenced by the American Indian--economically, sociologically, philosophically, and culturally. (i.e., half of the food of the world originally comes from the American Indian. Tobacco and cotton, two of the major industries of the United States are derived from the Indians. The Iroquois Constitution had a great influence on our Colonial Statesmen in forming our constitution.)

As we follow the Indian trails throughout the United States, some of the people seen and discussed are the Pueblo Indians and the Spanish, Chief Massasoit and the Pilgrims, Hiawatha, Sitting Bull, General Custer, Buffalo Bill, President Jackson, Sequoyah, Will Rogers, Jim Thorpe and Buffy St. Marie.

Vocabulary:

supernatural	plantation	portrayal
navigate	material	annihilated
ceremonial	communication	domesticated
ancestry	statesman	purification
harvest	prosperity	indebted
		irrigation

Running time: 20 minutes - Color - 16 mm

The film brings the realization that this country is made up of minorities who each have contributed to the building of this country.

Questions:

a. What was the basic Indian philosophy of nature?
b. How did this philosophy affect Indian relations with the early settlers?
c. Name some of the industries and foods derived from the Indians.
d. Give the names of states, rivers, cities that are Indian.

14. Objective: Explain in your own words the relationship between the Indian and the white man.

Activity: The text Inquiry Experiences in American History contains many readings relating to this study of the American Indian. Students will read them on their own, in learning stations or in a class activity. Questions follow each reading. The readings are:

a. "Reading A Picture: John Smith's Narrow Escape," pages 8-9.
b. "How the Pilgrims and the Indians Made Peace," pages 12-14.
c. "An Indian Chief Visits King George," pages 39-40.
d. "The Governor of the Mississippi Territory Tries to Solve A Problem," page 55.
e. "Custer's Last Stand: Two Artists Try to 'Tell It Like It Was,'" pages 102-104.
f. "How the Indians Reacted to Defeat on the Last Frontier: Three Viewpoints," pages 104-106.

15. Objective: Analyze one incident involving the relationship between early European settlers and Indians.

Activity: The text Inquiry: U.S.A. contains a reading concerning King Philip (Metacom) and the Pilgrims. The Indians at first thought the white man had come to worship in peace, but they found out later that there was another reason for their coming. Have students read pages 13-16. Questions for review are on page 17.

00190

16. Objective: Generalize about the circumstances behind the Cherokees and Georgia dispute that ended in the "Trail of Tears."

Activity: Have students read the cases in Selected Case Studies in American History relating to the Cherokee incident, pages 114-126. Either discuss or have students prepare written answers to the questions contained in the reading. For lower ability groups, Law in a New Land contains a reading on the same subject on pages 73-75. Ask students to assume the role of President Jackson. Would they do what he did? Why? In answering this question, students should keep in mind the phase of American History-- a time of internal improvements and the rise of the common man. The Scholastic publications "Firebird Series" also has an excellent paperbook on the removal of the Cherokees. Also see pages 341-351 in People in America. The teacher's guide suggests a number of activities to accompany this reading.

17. Objectives: Deduce and explain how five inventions helped spell the doom of the Indian.

Activity: Inquiry: U.S.A. contains a reading on page 165 that deals with the "End of the Trail," the dooming of the American Indian. The teaching strategy involved is the inquiry method. Have students read page 165 and follow the directions on the page. Discuss results of research with the class. Finally, ask students why "The End of the Trail" is a good title for this lesson.

18. Objective: Compare and describe major Indian wars.

Activity: Some interested students might like to make a class presentation concerning Indian wars in America. In the student presentations, encourage students to include reasons for the war, events of the war and results of the war for the Indian and the white man. Suggested topics for research are:

Attacks on Jamestown, 1622 and 1644
King Philip's War
Pontiac's Conspiracy
Tecumseh and His War
Creek War
Seminole War
Black Hawk's War
Washita
Sand Creek
Little Big Horn
Wounded Knee

19. Objective: Explain how the white man contributed both to the rise and fall of the Plains Indians.

Activity: Distribute copies of The Promise of America: Struggling for the Dream. The reading on pages 54-58 contains an examination of how the white man both helped the development of the Plains Indians (by introducing the horse to the culture) and fostered his demise (warfare to clear the plains for settlement by whites). Refer to the teacher's guide, page 30 for suggestions on using the material contained in this section.

00191

20. Objective: Compare and contrast the ways which the United States government acquired land from the Indians.

Activity:

a. Have students read pages 64-67 in Promise of America: Struggling for a Dream.

b. Have students make a chart (in time sequence showing appropriate dates) which shows the different ways which the whites obtained land from the Indians.

Discuss the question, "Was it fair for the government to relocate Indians? How did this relocation affect their lives?"

21. Objective: Discuss the development of "Red Power" in modern America.

Activity: Have students read articles in Time, Newsweek, U.S. News and World Report, and newspapers to discuss the following:

a. What are the objectives of the American Indian Movement?

b. In early March, 1973, why did members of the American Indian Movement clash with federal authorities at Wounded Knee, South Dakota?

(Check the school media center for back issues of the magazines listed above.)

22. Objective: Discuss the development of the "Red Power" movement in modern America.

Activity: Have students read pages 68-71 in Promise of America: Struggling for a Dream. Lead a discussion of the selection which is based on questions 1 - 4 on page 71 of the text. Divide students into four groups. Have each group come up with reasons for and ways to solve the Indian problem in today's America. Assign each group to play one of the following roles:

a. Indian Group #1 - retain their own way of life and remain separate from whites.

b. Indian Group #2 - try to assimilate and become part of white man's society.

c. White Group #1 - Keep Indians separate.

d. White Group #2 - assimilate Indians.

After the role-play, have the class as a whole discuss the question, "Which group (s) offer (s) the most realistic solution to the Indian problem? Explain your point of view.

00192

23. Objective: Discuss the development of the Red Power movement in modern America.

Activity: Have students read 437-450 in People in America, and fill in this chart after they finish the reading.

Problems the Indians Have	What the Indians Are Doing About Their Problems	Problem On Indian Land	City Problem

Using the resource charts located in The World Almanac 1973, page 135, answer the following questions:

a. When you look at Chart 1, what can you conclude has happened to Indian lands?

b. When you look at Chart 2, what can you conclude has happened in the Indian population recently? What problems could this cause? What do you suppose the Indians will do about the problem?

24. Objective: Compare and contrast how Indians were treated in older texts with the way the subject is treated in more recent texts.

Activity: Have sample copies of older texts available for student use. (If possible, obtain texts with copyrights prior to 1965.) Have recently published texts available, also. Students will then be able to compare how the subject of Indians was treated in older and newer texts. Do the following: Using the index of the book, add up the number of pages that deals with the subject of Indians. Then find out how many pages of reading are contained in the text. Use the figures to identify what percentage of the book was devoted to the study of Indians. Compare the percentages of the older text with the newer one. Probably, the newer text will have a greater percentage of pages about Indians. The figures will be valid IF:

a. approximately the same period of time is covered (exploration to post World War II era).
b. an entire text is used (if the Promise of America is used, remember that there are five volumes in the series).

Summarize by asking the following questions:
- Why is there a difference in the number of pages devoted to Indian studies between the two books?
- How would you think a text that is being written now for publication in two years will treat Indian studies?

00193

35. Objective: Analyze and evaluate movie and television treatment of the Indian.

Activity: Make the following long range assignment (to run the course of the unit): Post a large sheet of paper on a bulletin board. On it should be a chart set up similar to this.

T.V. and Movie Treatment of the Indian			
Name of Show or Movie (including year movie was produced	Time and Channel of Showing	Who Were the "good guys?"	How was the Indian Portrayed?

Have students check the weekly television listings to locate times and channels of current programs or old movies in which the theme cowboys vs. Indians is used (for example, old John Wayne movies, Daniel Boone reruns, or specials produced by the network). Have students watch enough of the show to be able to fill in the chart. When they come to class, allow time for students to put in a listing on the bulletin board. When the unit is almost finished, there should be sufficient listings from which to draw valid conclusions. Use the following questions as guide questions:

a. What kinds of movies generally presented the Indians as the "bad guys?"
b. What are some listings that treated the Indians as "good guys?"
c. Judging by the year of production, do you think ideas and concerns about the American Indian's fate have changed? How?
d. If the movie you watched that was produced in 1945 was redone for movie audiences today, what changes do you think there would be? Why?

00194

E. Evaluation

1. Have the students debate the following statement:

   The white man was justified in taking land from the Indians because he had better use for it.

2. Have the students draw cartoons depicting some of the injustices inflicted upon the Indians by the white man.

3. Fact or Opinion?

   A fact is something a person can prove to be true. An opinion is something a person believes to be true but cannot prove. Write the word fact or opinion for each of the sentences below.

   a._____ Some settlers were afraid of the Indians.

   b._____ Indians once lived in the eastern United States.

   c._____ All Indians could ride horses better than the settlers.

   d._____ Some Indians could farm well and could read and write.

   e._____ Indian leaders were braver than the leaders of the settlers.

   f._____ A gun is always a better weapon than a bow and arrow.

   g._____ The Indians should have been treated better.

   (Adapted from Bidna, David, We the People (Teacher's Edition), D.C. Heath, 1971)

a. Fact
b. Fact
c. Opinion
d. Fact
e. Opinion
f. Opinion
g. Opinion

00195

F. Resources

1. "The American Indian Influence on the United States," F 720, Resource Center.

2. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1971.

3. Cuban, Larry and Roden, Philip, The Promise of America: Struggling for the Dream, Scott, Foresman, 1971.

4. "The First Americans," F 505, Resource Center.

5. Forrester, James, Indians of the Plains, Bobbs-Merrill, 1972.

6. Gardner, William et al., Selected Case Studies in American History, Volume I, Allyn and Bacon, 1969.

7. Hardy, People in America, Addison Wesley, 1973.

8. Hicks, E. Perry and Beyer, Barry K., United States Inquiry Maps, Sunbrust, 1972.

9. Kane, Ralph J. and Glover, Jeffrey A., Inquiry: U.S.A., Globe, 1971.

10. Ratcliffe, Robert H., Law in a New Land, Houghton Mifflin, 1972.

Unit V Experience III

Student Resource 1

Tribe	Present Day State Lived In	Average Rainfall	Climate	Vegetation	Predicted Ways of Living
Iroquois					
Cherokee					
Cheyenne					
Apapaho					
Navaho					
Mohave					
Paiute					
Chinook					

00197

Unit VI

How Did Sectional Differences Lead to Conflict?

A. Rationale

The road to civil war was indeed a long and difficult one. Many historians agree that the seeds for it were planted with the first colonies. It began growing during the revolutionary war and continued during the government-making years. Ultimately, it developed into full maturity during the mid nineteenth century. Those years immediately before the civil war were marked by social, political, and economic strife and rivalry that eventually divided the nation into two armed camps. What specifically was this war about? What brought it on? Afterwards, was the nation any stronger? By examining these and similar questions students will have an understanding of the years that remain perhaps the darkest in American history.

B. Objectives: You will be able to:

1. Compare and contrast the economic, social and political characteristics of the North and South that promoted sectional conflict.

2. Describe how the lives of Americans were effected during the Civil War.

3. Describe the immediate results of the Civil War.

C. Key Questions

1. How did economic, social, and political differences existing in the ante-bellum United States develop into sectional conflict?

2. What were the effects of the Civil War on the lives of Americans?

3. What were the immediate results of the Civil War?

D. Major Skills: You will be able to:

1. Organize and present social studies materials after these steps:
   a. Skim material for information.
   b. Organize facts.
   c. Evaluate information.
   d. Prepare charts, maps, and graphs.
   e. Use the inquiry method.
   f. Interpret information.

2. Present information by different means.
   a. Discussion
   b. Individual or group reports
   c. Audio-visual means
   d. Skits, role-playing, socio-dramas

00198

Experience I

A. Question: How did the economic, social, and political differences existing in the ante-bellum United States develop into sectional conflict?

B. Purpose: Seeds of sectional discontent may be traced back to the very beginnings of European influence in America. As the colonies grew and developed, the "agrarian society" that people like Thomas Jefferson dreamed of could no longer describe the United States. Americans began discovering that this vast American continent was suited for other things besides agriculture. Industry and technology developed at such a pace that in the twentieth century we can hardly comprehend what the next twenty years might bring. But along with technological and industrial advancement came problems that seeped into every corner of American life, problems that would lead a people who governed themselves to a war that would come close to destroying everything that they (and the Americans before them) had worked for. What could bring about the tragedy of civil war? It is this question that will be answered in this experience by exploring the social, economic, and political differences in the soon to be dis-United States.

C. Objectives: You will be able to compare and contrast the economic, social, and political characteristics of the North and South that developed into sectional conflict. To accomplish this, you will:

1. Describe the economic differences then existing between the North and South, focusing on industry versus agriculture and tariff.

2. Describe slavery and explain how it affected American life in the years previous to the war.

3. Describe the constitutional and political issues that helped foster sectionalism.

4. Identify and evaluate the role of compromise in resolving sectional discontent.

00199

D. Suggested Activities

1. Objective: List and explain selected characteristics of the United States in the period preceding the Civil War.

   Activity: Duplicate printed originals XII-1 through XII-9 in the U.S. Inquiry Map kit (Sunburst Publications). Refer to page 21 of the teacher's guide for further directions and specific objectives. This activity can be best used as an introduction to the unit.

2. Objective: After analyzing a play, list the issues that brought about the Civil War.

   Activity: Inquiry, U.S.A. contains a play entitled "The Black Box: A Play with a Mystery" on pages 92-98. Assign parts of the play to students. Read through it once. Have the students identify the people in the play and tell of their symbolism or importance in the background of the Civil War. Ask the class if they would like to read through it again. If they do, have them pay special attention to the characters and their views on the issues. Perhaps the second time, the reading could be taped on a cassette recorder for later use. This tends to motivate reluctant readers to read well. Complete the questions on pages 98-99. The review on page 100 is excellent.

3. Objective: Describe the geography of the United States east of the Mississippi River and identify the regions best suited for industry and agriculture.

   Activity: Distribute a blank map of the Eastern United States to the students. Using a wall map, atlas, or transparency, showing elevation, have students identify the Atlantic and Gulf Coastal Plains, the Central Lowlands, the Piedmont, and the Appalachian Mountains. Then have students locate on their maps the following rivers: Mississippi, Savannah, James, Potomac, Susquehanna, Delaware, Hudson and Connecticut. When students have accomplished this, have them respond to the following questions:

   a. What area would be best for agriculture? for industry? What role do rivers have in being an aid to agriculture and industry? Why?
   b. Why do you think it would be more likely that the Northern section of the United States would develop an industrial economy and the Southern section an agricultural economy?
   c. What other information would you need to have to prove your answer to b. above?

   Obtain enough tracing paper to give each student a sheet large enough to cover his map. Using two pieces of masking tape approximately one inch long, tape the tracing paper to the map. Place the tape on one side of the tracing paper so that it can be lifted as a transparency overlay is. On the tracing paper, have students refer to a map of major railroads or routes of transportation in the

United States in the year 1850 or 1860. See Adventures in American History, page 152, or The Free and the Brave, page 362. Draw the routes on the tracing paper. When complete, overlay the tracing paper on the map, and ask the following:

d. Which section of the country has more access to transportation? Why do you think this was so?
e. Do you think the South needed the railroads also? Why?
f. Does this new information help to justify your answers to the first questions you answered? Why or why not?
g. What further information would you need to know to answer questions d, e, and f?

If the teacher wishes, either a small group of students or the entire class can research for more proof of their answers to questions d, e and f. Any map information they wish to include could be put on another sheet of tracing paper to create a second overlay. On a bulletin board, display some of the better maps. This activity works well with most ability groups.

4. Objective: Define industry and technology.

Activity: On the chalkboard, put the words industry and technology. Ask the students to give examples of each. As students respond, list their examples in the column they suggest. When all responses are given, ask if anyone can see any incorrect suggestions on the board. Why are they incorrect? Then have two students use a dictionary to locate definitions for industry and technology. Write the definitions on the chalkboard. Again ask the students if they see any errors in the two columns on the board, and again have students justify why those responses were incorrect. To reinforce the meaning of the two words, have the students use classroom texts, pictures, or other material to locate examples of industry and technology from the years 1607 to 1860. If some students would like to make projects, the pictures they would find during this activity would be helpful. To make an interesting comparison, when the study of the Civil War is complete, have students locate examples of industry and technology developed from 1861 to 1865. Compile the list on the chalkboard. Ask, "What could account for the rapid development of industry and technology during those years?"

00201

5. Objective: Define tariff and explain why Northern factory workers would support it.

Activity: Previous to this activity, have students use newspapers or magazines to cut out pictures or advertisements that describe a foreign made item. Post all pictures or advertisements on a bulletin board. Have students participate in a discussion based on the following general questions:

a. What item did you clip out? Where do you think it was made?
b. Why is it being sold in the United States? Could it be sold in other nations? Where?
c. Would you buy the item? Why?

Ask if there are any class members whose parent works in a factory that makes or sells an item similar to those brought in. Ask if their parent would buy it.

Place the following example on tape or write it on the board:

A transistor radio that is made in Japan sells in the United States at a cost of $20. It has every electronic characteristic and capability as a similar one made in the United States that sells for $25.

At this point ask the students, "If you were going to buy a radio, which would you buy?" Response should be the Japanese. Remind students that electronic products from Japan are among the highest quality in the world. Then add the following:

The United States government found out that Japan was selling more radios than American factories were, so a tax law was passed that said, "All radios made outside of the United States will be subject to a 50% tariff on the selling price."

Have students answer:

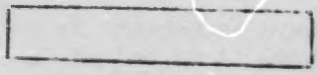
d. Which radio would you buy now? Why?
e. As a consumer, would this tax on imported radios (or tariff) make you happy? Explain your answer.
f. As a United States radio manufacturer, would you like the tariff? Why?

Lead students in a comparative study of the tariff during the years previous to the Civil War. The graph on page 104 of Inquiry: U.S.A. will be helpful.

00202

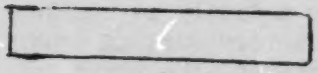
6. Objectives: Define an import tax. Describe how it could raise the price of goods and explain how a Southern farmer would feel about a tariff.

Activity: Sketch on the chalkboard a diagram that shows how an import tax raises the price of goods. For example



$1.50

1 yard of fabric
Made in Lowell



$1.30 + $.25 tax = $1.55

1 yard of fabric
Made in England

What does this sketch tell you?

If you had owned a store and bought goods to sell, what would you have thought about the tax on goods from England?

Have students role-play the following situation:
You are a Southerner before the Civil War, and you wish to buy inexpensive foreign made tools. The government places a tariff on them that makes them more expensive than higher priced American tools. Would you support this tariff or not? Why?

7. Objective: Define tariff and justify Southern complaints against it.

Activity: Distribute copies of Inquiry: U.S.A. Refer students to pages 104-105. Review the chart skills on page 104. Review the reading by discussing the question on page 105.

8. Objective: Compare the economic differences between North and South.

Activity: Have students use classroom texts to research the information needed below:

	North	South
Type of Economy		
Type of Labor Most Used		
Support for Tariff System		

Discuss:
a. How are the North and South dependent on each other? How are they not dependent?
b. If you had $100,000 to invest in either a Northern or Southern business in the year 1850, which would you choose? Why?

00203

9. Objective: Compare and contrast the life of a slave with that of a factory worker.

Activity: On a scrap of notebook paper, have students respond true or false to the following questions:

a. Working in a factory was as hard as working in a cotton field.
b. White working people didn't have it as bad as did black slaves.
c. It is healthier to work in a field than in a factory.
d. Answer with one word: During the 1840's and 1850's I would have rather been a: (slave or factory worker).

Hold student responses until this activity is complete. Refer students to texts that describe factory working conditions and slave working conditions. The Free and the Brave, pages 347-349 and 354-358 contains one such reading. On the chalkboard, make two columns, one labeled factory worker, the other slave. In discussion, obtain a list of descriptions of the conditions of each. When complete, refer students to their answers to the questions at the beginning of the activity. Ask if they would change any of them, and why. Have students role play the following situations:

a. You are a slave in Georgia. You have a wife and two children. Your work is primarily in the fields. Explain to a factory worker how difficult your job is. Be sure to include working hours, pay, living conditions, and hopes for the future.
b. You are a Northern factory worker in a cotton mill. You have a wife and two children. Your main job is running machinery. Explain to a slave how difficult your job is. Be sure to include working hours, pay, living conditions, and hopes for the future.

When this is complete, have students discuss similarities and differences between the two laborers. (Be sure that the concept of freedom is brought out.)

10. Objective: Describe life in the South by analyzing the words to folk songs.

Activity: In the filmstrip series Folksongs in American History (B/S 125), there is a unit entitled "The South." Often in the study of sectionalism and Civil War, songs written by the common man are skimmed over. But really, they represent source material. Have students describe life in the South as described in this filmstrip. How does the image they get of the South in the filmstrip compare with the image they get in texts?

00204

11. Objective: Identify the slave states and determine the percentage of Negroes in the states who were slaves.

Activity: Read pages 124-126 of Promise of America Series: Struggling for the Dream. Study the charts, graphs and maps, and answer the questions on page 126.

12. Objective: Given a case study of a slave husband and wife's escape to the North, describe the dangers and hazards of black slaves trying to gain freedom.

Activity: Obtain Film 944, A Slave's Story: Running 1,000 Miles to Freedom, from the Resource Center. The story told is an excellent one concerning a slave husband and his light-skinned slave wife. Together, they travel disguised, she as an ill master and he as a trusted slave helper, to freedom in the North. After viewing the film, have students react to the question, "How were the slaves able to escape? If you were they, would you have risked it? Why?

13. Objectives: Analyze written accounts to appraise their reliability.

Activity: See Student Resource 1 which was adapted from page 361 of Foundations of Freedom: U.S. History to 1877.

14. Objective: Analyze the life style of slaves and masters created by the plantation system.

Activity: Divide the class into three groups: slaves, masters, and judges. Tell students that they are going to create their own plantation. Have them name their plantation, and draw a plan of it showing the master's house, slave quarters, fields, tool shed and stables. The group of slaves will plan and present a day in their life on this plantation, as will the masters. Allow sufficient time for research. During a single class period, have the two groups present their findings. When those groups are finished, the judges will give their summary of the day's activities: treatment of slaves, food given the slaves, hours worked, and so on. This activity seems to help students understand the meaning of constant supervision, constant subjection, and even different capacities of their masters.

15. Objective: Describe different reactions of slaves to their captivity.

Activity: Read the four selections on pages 127-143 of Promise of America: Struggling for the Dream. Two descriptions were written by English people and two by ex-slaves. Have students keep a record of each person's description of the following topics.

a. Living conditions such as food, shelter, clothing and medical care.
b. Family life.
c. Working conditions.
d. Leisure time and recreation.

When finished, they should answer the questions on page 143.

00205

16. Objective: Describe the different points of view on slavery as presented in a sound filmstrip.

Activity: Obtain a copy of Scholastic's American Adventures series, filmstrip unit II: "Old Hate--New Hope." Use the filmstrip "Slavery and Secession" in order to identify different opinions about the peculiar institution.

17. Objective: Given words to a slave song, identify how slaves compared their bondage with that of the Jews in Egypt.

Activity: Distribute copies of Student Resource 2 which contains selected verses from the Negro spiritual "Go Down, Moses." After reading the words, have the students respond to the following questions:

a. When were the Jews enslaved in Egypt? Who was Pharaoh? Who was Moses? What role was he to play in helping the Jews gain their freedom?

b. How does the condition of the Jews as expressed in the song compare with the condition of the black slaves? What are some specific differences?

c. According to the song, do the slaves have any hope at all? What is it?

d. In verse 6, what "beautiful morning" do the slaves refer to?

e. Do you think the slaves had their "Moses?" Who was it?

Summarize by having students use a popular melody of today and write their own slave songs.

18. Objective: Explain the roles of three Marylanders in the years prior to the Civil War.

Activity: Have students use all material that is available to locate information on Roger B. Taney, Harriet Tubman, and Frederick Douglass. Each of them was a Marylander, and each played an important role in the growing sectional struggle. After students have located their information, select three students to represent each of the individuals above and create a "YOU ARE THERE" show, a "Meet the Press" interview, or a radio play about them. Suggested topics are: Roger B. Taney and the Dred Scott Decision, Harriet Tubman and the Underground Railroad, Frederick Douglass--Black Abolitionist.

00206

19. Objectives: Explain different points of view on slavery by means of panel discussion.

Activity: Divide the students into four groups. Each group will research and then discuss as a panel one of the following topics:

a. Slavery from a slave's point of view.
b. Slavery from a plantation owner's point of view.
c. Slavery from a Northern factory owner's point of view.
d. Slavery from an abolitionist's point of view.

Each group should be assigned to research and acquire information about their assigned point of view. Then bring the information back to the group in order to:

a. Prepare a one to two page statement which explains their point of view.
b. Make a list of points which defend their point of view.

Two representatives from each group will meet in a panel discussion: The group representatives will present their point of view from a prepared written statement. Then they will debate the topic "What is best for the Negro Slave?"
Have the class judge which group defended their view best.

20. Objective: Identify the role of blacks in the ante-bellum United States.

Activity: Obtain the kit Silhouettes in Courage (K 17) from the Resource Center. There are five units that are applicable to the study of sectionalism and civil war. They are:

a. Discrimination in the North: 1780-1860
b. Black Businessmen and Professionals: 1780-1860
c. Slavery in the Old South
d. Escape and Rebellion
e. Black Indians and Frontiersmen

Included with the kit is a teacher's guide and spirit master work sheet. Use them with the entire class, small groups, or in learning stations. Preview before use.

00207

21. Objective: Compare and contrast the Nat Turner and Denmark Vesey revolts.

Activity: Have students review the life of a slave including his daily routine and work. Ask students to respond to the question, "If you were a slave, would you be content to remain a slave? Why or why not? What would you try to do about it?" Encourage a variety of answers such as underground railroad, escape, revolt. Then put the names Denmark Vesey and Nat Turner on the chalkboard. Tell the students that these men organized slave revolts. Have them make a copy of the following chart to include in their notebook:

Slave Revolts

Leader	Year	State	Events	Degree of Success
Denmark Vesey				
Nat Turner				

Discuss the statement: If there would not have been a civil war, the slaves would have freed themselves anyway. If the teacher wishes, two debating teams could be organized to present their opinions to the class.

22. Objective: Given four readings dealing with slavery, describe the effect slavery had on American society.

Activity: The Springboards series Negro History has four readings which lend themselves to use with lower ability groups. The titles of the units and suggestions for use follow:

a. "Flight for Freedom" Answer the following questions:
What was the "cruel law" described in the story?
How did the people of Boston feel about Anthony Burns' trial?
What was the outcome of Burns' trial?
If you were on the jury, how would you have voted on the Burns' case?

b. "Another Side of Slavery" Answer the following:
Who was Nat Turner?
What was Nat Turner's Rebellion?
What happened to Nat Turner?
How did white Southern slaveholders feel about Turner's Rebellion?
How would you feel about Turner's Rebellion had you been a slaveholder?

c. "Slaves No More" Write one descriptive phrase about each of the following: anti-slavery society, slave catchers, William Lloyd Garrison, Fugitive Slave Law, Thaddeus Stevens, abolitionists.

00208

d. "Escape!" (NOTE: This reading describes the story told in the movie A Slave's Story: Running 1000 Miles to Freedom (F 944) in the Resource Center. Reading this before the movie would be an excellent preparation for lower ability groups. Answer the following questions:

What was the plan for escape?
How were the two people almost caught?
How were they able to disguise themselves?
Was the escape successful? Would you have tried it?

23. Objective: Explain how abilitionist literature of the ante-bellum period was used to further the anti-slavery movement.

Activity: Have students define the term abolition. Ask students what literature is and have them provide an example. Respond to the question, "How could literature be used to spread ideas and convince readers of taking the author's point of view?" Give the following assignment to either the entire class, to four small groups, or to four individuals. Put on the chalkboard Uncle Tom's Cabin, The Liberator, North Star, poems of John Greenleaf Whittier. Have students find out what each was, who wrote it, what purpose it was to serve, and whether or not it was successful in spreading the author's views. If possible, have students read a short selection from each example of abolitionist literature.

24. Objective: Identify and analyze Frederick Douglass' abolitionist views.

Activity: Obtain Film 930, Frederick Douglass: Angry Prophet, from the Resource Center. Give students the following background about Douglass: Frederick Douglass was born a slave on the Eastern shore of Maryland, near St. Michaels. He was raised on a plantation near there. For a while he lived in Baltimore where he was taught to read and write. Soon, however, he was taken back to a plantation where he was worked in the fields and taken to a slave breaker for not obeying his master. Soon after he escaped to the North.

Show the film. Encourage student response to the questions:

1. Do you think Douglass helped or hindered the abolitionist movement?
2. If you were at an abolitionist meeting, would you have been impressed by Douglass? Why?
3. Pretend you are a Southern plantation owner. What would be your reaction to Douglass' actions? Justify your arguments.

25. Objective: Describe the abolitionist movement in the ante-bellum United States.

Activity: In the Silhouettes in Courage (K 17) there are two units that could be used to supplement a study of abolition in the United States. The units are "Abolitionist Movement, Parts I and II." Preview before use.

000209

26. Objectives: Identify and explain John Brown's attitude toward slavery.

Activity: Read the account of the raid on Harper's Ferry in "John Brown's Body," an epic poem by Stephen Vincent Benet. Discuss in class, "Do you approve of John Brown's Raid on Harper's Ferry? What are the dangers in this type of direct action?"

27. Objective: Describe different means abolitionists had of expressing their desires of freedom for the slaves and evaluate their methods by role playing.

Activity: Have students use filmstrips, records, tapes, transparencies, texts, or other material to locate information on John Brown's Raid, the Underground Railroad, Nat Turner's Rebellion, The Liberator, and Uncle Tom's Cabin. Have students evaluate each as to their effectiveness in freeing slaves. Then appraise their ability to convince whites that slavery is wrong. Separate the class into five groups and have each group do one of the following:

Group 1: You are slaves on a plantation in Alabama. Using a map, devise a plan for escape to free soil in Canada.

Group 2: You are publishing a newspaper that is in favor of abolition. Write articles, editorials, and political cartoons to convince your readers that abolition is correct.

Group 3: You are writing a book about slave life in the South. Give each of the group members a chapter to write about: food, housing, growing up on a plantation, relationship with the master, work and attempted escape.

Group 4: Nestled in the mountains of Virginia is a federal arsenal. Plan a method for attacking the arsenal and equipping your men with guns to help slaves escape.

Group 5: You are a Marylander. Your state is divided on the slave question. You attend an abolitionist meeting being held in Philadelphia. At the end of the meeting, there is opportunity to join. What do you do?

28. Objective: Specify the effectiveness of the novel Uncle Tom's Cabin in influencing sectional conflict during the years before the Civil War.

Activity: "There is strong evidence that Uncle Tom's Cabin, written by Harriet Beecher Stowe and published in 1852, precipitated the Civil War. It was a powerful story, written with passionate conviction. It was timely, for at this period slavery was one of the main issues of American life. It also had a deeply religious tone at a time when formal religion greatly influenced life.

Harriet Beecher Stowe visited the White House, and President Lincoln greeted her as 'the little woman who wrote the book that made this big war.'

The literary qualitites of Uncle Tom's Cabin have been questioned, but no one can question its effectiveness as propaganda. Thomas Nelson Page, a loyal Southerner, wrote, 'By arousing the general sentiment of the world against slavery, the novel contributed more than any other one thing to its abolition in that generation.' Uncle Tom's Cabin earned its praise as 'the most influential novel in all history.'"

Discuss the following:

a. From the above reading, make an educated guess as to the plot of Uncle Tom's Cabin. The teacher should follow this up with selected excerpts from the book to enable students to compare their hypotheses with the actual plot.

b. If all you knew about slavery was what you read in Uncle Tom's Cabin, would you be swayed to fight against the South?

29. Objective: Define state's rights as exemplified in the Jackson--Calhoun Nullification crisis.

Activity: Review information learned about Jackson and the nullification crisis from an earlier unit. Have students skim notes or other resources to answer the following: What was nullification? Why did Calhoun and South Carolina want to use nullification? What did President Jackson do about it?

Have available a copy of the Bill of Rights. Read Amendment X to the students. Center a class discussion or debate on the question, "Was John C. Calhoun correct in assuming that nullification is a guaranteed right of the states?" How could nullification have helped pave the way to war?

00211

30. Objectives: Identify John Calhoun's attitude toward states rights.

Activity: Have one student research the topic and present a report that shows why John Calhoun insisted that the United States was not a nation but a confederacy.
Then conduct a class discussion based on these statements that Calhoun made in 1849.

a. "We are not a nation. In speaking of the United States, I always use the word union or confederacy. We are not a nation but a confederacy of sovereign and equal states.
b. Why did Calhoun believe the states were free to leave the union if they wished?

31. Objective: Describe Henry Clay's feeling for the Union.

Activity: Have a student report on the contributions of "The Master of Compromise." He should analyze the statement, "I know no South, no North, no East, no West, to which I owe my country," and relate how this belief may have brought about Clay's great desire to work out compromises.

32. Objective: Analyze three Presidential elections to formulate opinions about the role sectionalism played in each.

Activity: Have students compare and contrast the Presidential elections of 1820, 1824, and 1860 and construct a chart to record their findings. It should include the following information about each election: candidates, area of the nation where they received support, at least one major issue during the campaign, and who won the election. General findings will be that 1820 had but one major candidate while 1824 and 1860 had at least four candidates. Ask students to define "sectionalism" on the basis of their chart. How could this sectionalism foreshadow civil war?

00212

33. Objective: Participate in a mock convention based on the election of 1860 in order to assess the capabilities of each candidate.

Activity: Divide the class into four to six groups. Have each group select a Presidential candidate of the 1860 election and create campaign posters and appropriate literature.

A mock Presidential candidate should be selected as the spokesman for each group. As the candidates address the delegation at each convention, campaign posters should be displayed and buttons made for members of the other groups. Employ any other campaign gimmicks you choose. Conduct an election after having the candidates for the Presidency address the entire class. Conclude by reviewing the actual election of 1860.

34. Objective : Analyze the position of each party in the election of 1860.

Activity: See Student Resource 3 which was adopted from page 380 of Foundations of Freedom: U.S. History to 1877.

35. Objective : The student will be able to define compromise and give a modern day example of it.

Activity: Ask students, "How do modern day diplomats consider compromise in settling disputes among nations?" They should support their examples with explanations. Prior to this several students should examine newspapers and magazines in the school media center to support the following statement, "Henry Kissinger's greatest professional quality is his willingness to compromise." These pupils should report their results to the class. In conclusion, discuss the validity of the statement, "Compromise is the diplomat's best, and most used, tool."

As either a home assignment or an in-class activity, ask students to:

a. Write an editorial that might have appeared in an abolitionist newspaper, dealing with the compromise of 1850 or any other compromises.
b. Write a paragraph on explaining how Henry Clay became known as the "Great Compromiser."

36. Objective : Describe Daniel Webster's attitude toward compromise.

Activity: Have a volunteer student prepare a report on Daniel Webster. The essay should reveal how Webster tried to preserve the union. It should also point out how his stand on the compromise of 1850 caused him to lose his Party's nomination for the Presidency in 1852.

00213

37. Objective: Evaluate the compromises of 1820 and 1850 using the following statement as a tool for analysis, "The compromises of 1820 and 1850 were not important because civil war occurred anyway."

Activity: Previous to this activity, select two committees of three or four students each, and provide both groups a compromise to research. Each committee should determine what the dispute was that needed compromising and describe the issue and the compromise itself in some detail. Have the committees put their findings on tape to play for the class. Write the statement on the chalkboard, "The compromises of 1820 and 1850 were not important because civil war occurred anyway." Play the first recording of the compromise of 1820, and review the content of the compromise through questioning. Then play the recording of the compromise of 1850, and conduct a discussion comparing the two compromises. Promote an analysis of the statement on the board and taking their facts from the committee reports, pupils should either justify it or disprove it. When the discussion is over, ask the class, "What other information would you want to know to help you prove definitely your argument?" If the class wishes, this idea can be pursued further.

E. Evaluation

1. Hold a "Meet the Press" interview with Harriet Tubman, a factory worker in the North, the wife of a plantation owner or Frederick Douglass. All members of the class should have an opportunity to be on the questioning panel.

2. Divide the class into two groups. One group will represent the Northern view and the other the Southern view. Each sub-committee should create newspapers (one for every 2-3 students) expressing the views of their region on tariff, abolition and states' rights. Be sure to include information in the form of articles, editorials, cartoons and advertisements. Compare the newspapers by having students in opposite groups evaluate each others opinions.

F. Resources

1. "A Slave's Story: Running 1,000 Miles to Freedom," Resource Center,(F 944)
2. American Adventures: Old Hate, New Hope, Scholastic, 1974
3. Eibling, Foundations of Freedom, Laidlaw, 1973
4. "Folksongs in American History," Resource Center (B/S 125)
5. "Frederick Douglass: Angry Prophet," Resource Center (F 930)
6. Glanzrock, Jay, Adventures in American History, Silver Burdett, 1971
7. Graff, Henry, The Free and the Brave, Rand McNally, 1973
8. Kane, Ralph and Glover, Jeffrey, Inquiry: U.S.A., Glove, 1971
9. Negro History, Springboards
10. "Silhouettes in Courage," Resource Center, (K 17)
11. United States Inquiry Maps, Sunburst Publications, 1972

00215

Student Resource 1

Were slaves overworked? Were they well fed and clothed? Were slaves happy? Answers to such questions can be found in accounts by eyewitnesses of slave life. But the student must decide whether or not such accounts are reliable. Consider two short excerpts which follow.

Sir Charles Lyell was a well-educated member of an upper-class English family. He made several trips to the United States between 1841 and 1853. The following excerpt gives his view of slave life on a plantation in Georgia.

...The laborers (slaves) begin work at six o'clock in the morning, have an hour's rest at nine for breakfast, and many have finished their assigned task by two o'clock, all of them by three o'clock. In summer they divide their work differently, going to bed in the middle of the day, then rising to finish their task, and afterward spending a great part of the night in chatting, merry-making, preaching, and psalm-singing...

...The laborers (slaves) are allowed Indian meal, rice, and milk, and occasionally pork and soup. As their rations are more than they can eat, they either return part of it to the overseer, who makes them an allowance of money for it at the end of the week, or they keep it to feed their fowls, which they usually sell, as well as their eggs, for cash, to buy molasses, tobacco, and other luxuries...

Frederick Douglass, a black abolitionist, was born a slave. This excerpt, taken from Douglass' autobiography, describes his experiences as a slave on a Maryland plantation.

...The men and the women slaves on Col. Lloyd's farm received their monthly allowance of food, eight pounds of pickled pork, or its equivalent in fish. The pork was often tainted, and the fish were of the poorest quality. With their pork or fish, they had given them one bushel of Indian meal,...of which quite fifteen per cent was more fit for pigs than for men. With this one pint of salt was given, and this was the entire monthly allowance of a full-grown slave, working constantly in the open field from morning til night every day in the month except Sunday... The yearly allowance of clothing was not more ample than the supply of food. It consisted of two tow-linen shirts, one pair of trousers of the same course material for summer, and a woolen pair of trousers and a woolen jacket for winter, with one pair of yarn stockings and a pair of shoes...

1. How would the background of each author influence his views on slavery?
2. Which account would you consider to be the most accurate description of slave life? Why?
3. Before accepting any historical account, what kinds of things should you know about the author?

Unit VI Experience I

Student Resource 2

Go Down, Moses

1. When Israel was in Egypt's land,
   Let My people go,
   Opressed so hard they could not stand,
   Let my people go.

Refrain

   Go down, Moses, way down in Egypt land;
   Tell old Pharaoh, let my people go.

2. No more shall they in bondage toil,
   Let my people go,
   Let them come out with Egypt's spoil,
   Let my people go.

Refrain

3. O let us all from bondage flee,
   Let my people go,
   And let us all in Christ be free,
   Let my people go.

Refrain

4. We need not always weep and moan,
   Let my people go,
   And wear these slavery chains forlorn,
   Let my people go.

Refrain

5. This world's a wilderness of woe,
   Let my people go,
   O, let us on to Canaan go,
   Let my people go.

Refrain

6. What a beautiful morning that will be,
   Let my people go,
   When times break up in eternity,
   Let my people go.

Refrain

00217

Unit VI Experience I

Student Resource 3

One of the most explosive issues during the election of 1860 was the expansion of slavery into the territories. Not only did the major parties disagree, but one party--the Democratic--split over the issue. The following excerpts--taken from the platforms of the four political parties in the election of 1860--reflect a wide range of views on the issue of the expansion of slavery into the territories. The questions which follow will help you to analyze the position of each party.

CONSTITUTIONAL UNION PLATFORM

Resolved, that it is both the part of patriotism and of duty to recognize no political principals other than THE CONSTITUTION OF THE COUNTRY, THE UNION OF THE STATES, AND THE ENFORCEMENT OF THE LAWS; and that as representatives of the Constitutional Union men of the country in national convention assembled, we hereby pledge ourselves to maintain, protect, and defend, separately and unitedly, these great principles of public liberty and national safety against all enemies, at home and abroad,...

DEMOCRATIC PLATFORM (NORTHERN)

Inasmuch as difference of opinion exists in the Democratic Party as to the nature and extent of the powers of a territorial legislature, and as to the powers and duties of Congress, under the Constitution of the United States, over the institution of slavery within the territories,

2. Resolved, that the Democratic Party will abide by the decision of the Supreme Court of the United States upon questions of constitutional law.

DEMOCRATIC PLATFORM (SOUTHERN)

1. That the government of a territory organized by an act of Congress is provisional and temporary, and during its existence all citizens of the United States have an equal right to settle with their property (slaves) in a territory, without their rights. . . being destroyed . . . by congressional or territorial legislation...

3. That when settlers in a territory,...form a state constitution,... the state thus organized ought to be admitted into the federal Union, whether its constitution prohibits or recognizes...slavery.

REPUBLICAN PLATFORM

8. That the normal condition of all the territory of the United States is that of freedom;...it becomes our duty, be legislation, whenever such legislation is necessary, to maintain this provision of the Constitution against all attempts to violate it; and we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to slavery in any territory of the United States.

1. What, if any, position does each party platform take on the issue of the expansion of slavery into the territories?
2. Which platforms deal most directly with the issue? Explain.
3. To what extent, do you think, were the various views shaped by sectional feelings? By economic factors? Explain.

00218

Experience II

A. Question: What were the effects of the Civil War on the lives of Americans?

B. Purpose: Perhaps the worst of all wars is a civil war because it is a war of brothers. The American Civil War was especially tragic because of its effects, not only on the battlefield, but also to the very homes and lives of the people. In this experience, students will explore materials to identify the effects brought about by the civil war.

C. Objectives: You will be able to describe how the lives of Americans were effected during the Civil War. To accomplish this, you will:

1. Compare and contrast Northern and Southern resources at the beginning of the war.

2. Given selected cases, describe the effects of the war on individuals.

3. Describe the effect of the Emancipation Proclamation on blacks.

D. Suggested Activities

1. Objectives: Compare and contrast Northern and Southern resources at the beginning of the war.

   Activity: Have students study the chart and answer the questions on Student Resource 1. Encourage discussion by asking such questions as, "Based on this information only, who will win the Civil War? Why? What information not given on the chart might make you change your decision? Why?" This activity was adapted from Foundations of Freedom: U.S. History to 1877.

2. Objective: Describe how the human resources of the Confederacy compensated for her lack of industry and capital.

   Activity: Locate filmstrips in your school about the beginning of the Civil War, and take the class to the media center. Have students refer to the charts they made in an earlier activity that show the strengths and weaknesses of the North and South at the beginning of the war. Then have them search for information about the South's strong points. Appoint one student to act as a secretary; when information is located this person should record it. Some of the items pupils should locate are:
   a. The high quality of generals and other military leaders.
   b. The Confederacy was fighting mainly a defensive war thus the Union would have to invade the South.
   c. The fighting men were most times on their own territory.
   d. The fighting men were accustomed to riding horses.
   e. The Southern soldiers were accustomed to living off of the land.

   When all information is collected, take the class back to the room and review the findings. As a follow-up activity, have students use one of the findings and draw a political cartoon from a Southern newspaper editor's point of view.

3. Objective: Locate on a map of the United States those states remaining in the Union and those states seceding.

Activity: Distribute to each student a map of the United States in 1861. Title the map and make a key for

a. Northern states (Union)
b. Southern states (Confederacy)
c. Border states

(Note: Union and Confederate territories could be added if you wish.) Using the map on page 421 of The Free and the Brave or a similar map, have students color and name the states in the Union and Confederacy. Have them locate the capitals of both sides also. Keep the map available for use during the unit of study.

4. Objective: Deduce how much hope the South had of winning the war.

Activity: Refer to page 75 in Inquiry Experiences in American History. Read the story about the words to the song "God Save the South," and complete the accompanying activity.

5. Objective: Analyze and evaluate the Union war plan.

Activity: On pages 196-197 in Adventures in American History, there is a short reading and map that explains the Union plan for winning the war. Have either the entire class or a small group read the section and do the following activity:

a. Outline the Union plan for winning the war (known as the Anaconda Plan)
b. Using texts and audio-visual material, identify specific examples for each section of your outline as to how the Union put the plan into effect.
c. With the rest of the students, discuss your findings. (If possible, use a map and overhead projector to illustrate your findings.)
d. To evaluate the plan, do the following. First, consider the time involved before the war was won. Second consider the terrain of the South. Third, review Southern strengths. Encourage discussion on the idea, "Was the plan practical? Did it work? How could it have been changed to be better?" Then have some interested students devise their own plan. Have them show it to the class and explain it. Then have the class evaluate it.

Summarize the activity by using questions like, "Why is it difficult to plan strategy? What factors does one have to keep in mind while making the plan? What is the final test of a good plan?"

00220

6. Objective: Evaluate the offers made to civilians during the Civil War to encourage them to enlist in the military.

Activity: Obtain a reproduction of a civil war recruiting poster and display it on the bulletin board. If you cannot obtain one, have several students draw some they have located in texts or in filmstrips from your school's media center. Have the students analyze the offer in the poster and discuss it using the following as guide questions:

a. How is the poster trying to attract men to enlist in the military service?
b. Do you think the offer is a good one? Why or why not?
c. Would this poster encourage you to join up? Why or why not?
d. How would you change the offer to make it more encouraging?

Summarize the discussion using the following question: What would be the alternative to this type of recruiting? How is the United States trying to encourage men to join up in a similar manner today?

7. Objective: Describe two views of civil war military service as told in a song.

Activity: Obtain a recording of the popular song "Soldier Blue." The song describes the story of a young man who feels a responsibility to join the Union forces but is confronted by his girl friend who pleads with him not to join. Since he wishes to make himself a hero, he joins anyway and is killed in battle. The girl receives a letter telling of how bravely he died, but she disgustedly throws the letter away. Play the recording for the students, and ask, "Why does the girl plead with Billy not to join up? Why do you think Billy did join? Why did she throw the letter away? Listening to the words to the song, make an educated guess about the time of the Civil War it represents, the beginning or end of the war. Justify your answer."

8. Objective: Explain the term "house divided" as it applied to the United States during the Civil War.

Activity: Obtain Film 822, "House Divided," from the Resource Center. After the viewing, have students respond to the question, "How did the term 'house divided' fit the United States during the Civil War?" Ask the students the following opinion question. Have them justify their answers when they are given:

a. Do you think there should have been a civil war? Why?
b. Which side would you have fought on? Why?
c. Had you been in Abraham Lincoln's place, would you have handled the war the way he did? Why?
d. What kinds of problems that people had during the Civil War do we have today? Are these problems as important today as they were in the 1860's? Why?

00221

9. Objective: Describe the Civil War through the medium of folksongs.

Activity: In the Warren Scholat filmstrip series Folksongs in American History (B/S 125), there is a unit entitled "Civil War." Have students view it to obtain information about the war through the eyes of the common man. How does the description in the songs compare to the description found in books in the classroom?

10. Objective: Using source material, describe how people of the era viewed the Civil War.

Activity: Obtain a copy of the Time-Life recording "The Union Restored." One side contains documents; the other side contains songs. Set up a listening center, and have students listen to the documents. The teacher should create some guide questions for each band of the record. Examples are:

a. Why was the battle of Bull Run a surprise to Union troops?
b. Why was Grant nicknamed "Unconditional Surrender?"
c. How do you think Lincoln felt about McClellan's war tactics?
d. How do you think Lee felt about surrendering to Grant?

After listening to the recording, have the students prepare an essay using the following as the opening statement, "No matter which side one supported during the Civil War, the cruelties were often very close to home."

11. Objective: Describe and analyze aspects of the Civil War using pictorial source material.

Activity: Obtain a copy of Scholastic's sound filmstrip series Old Hope--New Hate. The unit "House Divided" views the Civil War largely through the eyes of the people who were there. The pictures used in this filmstrip are excellent. Showing the strip without the sound narration, have the students describe and give opinions about the scenes which are depicted. For example, show a frame of a military camp. Ask students to describe the scene: "What are the living conditions here? What kind of food are the men eating? Do the men look comfortable? Would you have lived under those circumstances voluntarily? Why?" Picture analysis of any kind in this unit will develop interest and skills of the students.

12. Objective: Describe military life from pictures.

Activity: Obtain pictures of the Civil War from magazines, picture files in your school's media center or from old texts and put them on the bulletin board. The pictures should include scenes of war, scenes of encampment, prison scenes, military dress parade scenes and other subjects involved with military life. Allow students the time to closely observe the pictures. When they are seated again, have them take one picture and write a story based on it describing one phrase of military life. Read some of the stories to the class, and post the best on the bulletin board.

13. Objective: Given a letter written by a civil war soldier, interpret it to explain how the war affected this one family.

Activity: Distribute copies of Student Resource 2. Have the students read the letter. Ask them to tell why the letter is a sad one. Do they think there were many other such letters sent during the war? Why or why not? Then have students look closer at the letter. Have students respond to the following questions:

a. What kind of an educationdo you think the writer had? Would this indicate anything about his family's wealth? Why?
b. Why do you think the writer mentions his horse and equipment? Do you really think it was still there after the son died? Why? What could have happened to it?
c. Do you think the letter helped lessen the father's sadness? Why or why not?
d. Do you think the son really died? What in the letter indicates that is what happened?
e. What could have been the cause of his brothers' deaths?

Point out to students that this letter is a real one and is on display at the Confederate Museum in Richmond, Virginia. Summarize by asking this question, "How did the Civil War affect this family?"

14. Objective: Discover that people of different periods of history find many ways of expressing their feelings.

Activity: Obtain the help of the music teacher for this activity. Have the class read songs of the Civil War period. Sing some and discuss what the words tell about this period. Then have the class select a few songs that have been written today and sing them. What do the words tell us about conditions today?

15. Objective: Identify the role Maryland played in the Civil War and identify the important events and people of the time.

Activity: Obtain a copy of the sound filmstrip, "Maryland During the Civil War: the Brothers' War" from the Resource Center. Best used as either an introductory or culminating activity, the filmstrip identifies famous Marylanders like Frederick Douglass, Harriet Tubman, Roger Brooke Taney, and John Wilkes Booth who played such a vital role in the Civil War. The filmstrip includes a teacher's guide with suggested questions. Preview carefully before use. The filmstrip is part of a series entitled Maryland, Its History and Geography.

00223

16. Objective: Given a study depicting Lincoln's agonizing over the Emancipation Proclamation, describe the dilemma the President faced in making his decision to issue it.

Activity: Obtain Film 942 "Anguish of Emancipation" from the Resource Center. This dramatic reenactment centering around the issuance of the Emancipation Proclamation reveals the agonizing dilemma which confronts Abraham Lincoln as he struggles to resolve the Civil War.
Distinguished by its scrupulous authenticity, the film provides an unusually penetrating view of Lincoln and an absorbing insight into the complexities of Presidential decision-making.

To summarize, ask these questions:
a. How did the film show Lincoln's concern for freeing the slaves?
b. What were some things Lincoln had to keep in mind while deciding about freeing the slaves?
c. Why didn't Lincoln free all of the slaves?
d. Would you have made a different decision? Why or why not?

17. Objective: Explain the purpose of the Emancipation Proclamation and assess how effective it was in freeing the slaves.

Activity: Refer students to Law in a New Land, page 61. Have them read the page and answer the questions at the bottom. Then give students the following situation: You are a member of Lincoln's cabinet in the fall of 1862. The President announces to you, an abolitionist, that he has written a Proclamation. He reads it to you. What is your reaction to it? What changes would you make in it? Do you think your changes would be a good move? Why or why not? Remember! You are an abolitionist.

(Hopefully, the student will say that he would suggest freeing all slaves, not just the ones in states rebelling against the Union.)

18. Objective: Formulate effective questions pertaining to the Emancipation Proclamation.

Activity: Organize a press conference in which students pretend to be reporters quizzing Lincoln on the Emancipation Proclamation. This will help them discover the importance of phrasing questions clearly. After they have finished their questioning, students should write a newspaper article summarizing the information they gathered.

19. Objective: Clarify personal opinions about the obligations of citizens toward freed men.

Activity: If you were a slave in a free state, how would you feel about the Proclamation? If you were a slave in a confederate state? How would the government of the Confederacy have accepted this Proclamation? Read the diary found on pages 209-210 and answer questions one and two on page 185 of the Workbook. Then read the interview on page 210 of the text and answer questions three and four on page 185 of the Workbook edited by Fenton.

00224

20. Objective: Specify how the Civil War affected the black man in the United States.

Activity: In the kit Silhouettes in Courage (K 17), three units are applicable to the Civil War years. They are:

a. The Nation Divided
b. Emancipation
c. Aftermath of the Civil War

Preview with teacher's guide and spirit master worksheet.

21. Objective: Describe how the Negro felt about joining the Union forces.

Activity: If you were a free Negro in the North, and you joined the Union forces, what would be the first thing you would tell the slaves on a Southern plantation when you got there? What do you think the slaves' reaction to your comments would be? Why? Refer to pages 76-77 in Inquiry Experiences in American History. Have students complete the questions on page 77 and conduct a class discussion to review their responses.

22. Objective: Describe how a group of Southern slaves helped the Union.

Activity: In the Springboards kit Negro History, there is a reading entitled "Captain's Courage." It is about a trusted slave who was a pilot in Charleston. Have students read the story and tell how each of the following vocabulary words fits in the reading about Robert Smalls: auction, blockade, Confederate, pilot, sentry. This activity works well with lower ability students.

23. Objective: Describe Lincoln's humble background and list the characteristics that made him a good President.

Activity: Obtain a copy of the recording "Abe Lincoln in Song and Story." The listener can follow the life of Lincoln from his boyhood home in Kentucky to Washington, D.C. Suggested use would be in a learning station or for reference. A teacher's guide accompanies the album. An interesting activity would be to have a group of students tell what was happening in the nation during each phase of Lincoln's life as it is described in the recording.

Source: Eilza Records
3304 Rittenhouse St., N.W.
Washington, D.C. 20015
202-966-0050

00225

24. Objective: Describe the background and characteristics of Lincoln, the man.

Activity: Obtain Film 438, Face of Lincoln, from the Resource Center. Before viewing the film, have students suggest some of Lincoln's personal characteristics that helped sustain him and the nation through the Civil War. Modify the list at the conclusion.

25. Objective: Explain the meaning behind the Gettysburg Address.

Activity: Read the Gettysburg Address. Why do you think this speech lives as one of America's most treasured documents? What words or phrases stand out? Why? Does this Address have any meaning for us today? How? Suppose you were asked to speak at the dedication of a cemetery for Vietnam soldiers. What would you include in your speech?

26. Objective: Describe the role each of the places listed below played in the Civil War.

Activity: Obtain the filmstrip set Going Places from the Resource Center. Included are units on Gettysburg, Antietam, Harpers Ferry and Washington, D.C., that apply to this unit. Stories of each area, a filmstrip, map, and suggested activities for pre-trip use and post-trip follow-up are also included. If you are not taking the trip, the units can still be used in learning station format.

27. Objective: Interpret Grant's attitude during the surrender at Appomatox.

Activity: Have eight volunteers read and analyze the play on pages 82-84 in Inquiry Experiences in American History. They may select parts and present the play to the rest of the class and possible to other classes. Debrief the play using the questions on page 84.

28. Objective: Recall outstanding people of the Civil War period.

Activity: Prepare a "Who's Who" from the Civil War period. Be sure to include outstanding people from both sides. Share your "Who's Who" with the students by turning it into a "Who Am I" game.

29. Objective: The student will be able to identify special heroes of the Civil War.

Activity: Have the class list officers of the North and South. Pick one from each side that they feel should receive special recognition. Write a report on these two men.

00226

E. Evaluation

1. Divide the class into boys and girls. Have the boys choose one battle that they "will be in." Write a letter to your girl friend back home describing the battle, your role in it, living conditions and pertinent information. Collect the letters, and then pass them out to the girls. Have the girls reply with news from home, including what they have heard about the opposing forces. Do this twice so each boy and girl has made two correspondences. Then, evaluate them for accuracy and seriousness.

2. Have students role play the following situation: You are a slave who has been freed by the Emancipation Proclamation. What are your first thoughts? What will you do? Make a prediction about life to come for black people.

F. Resources

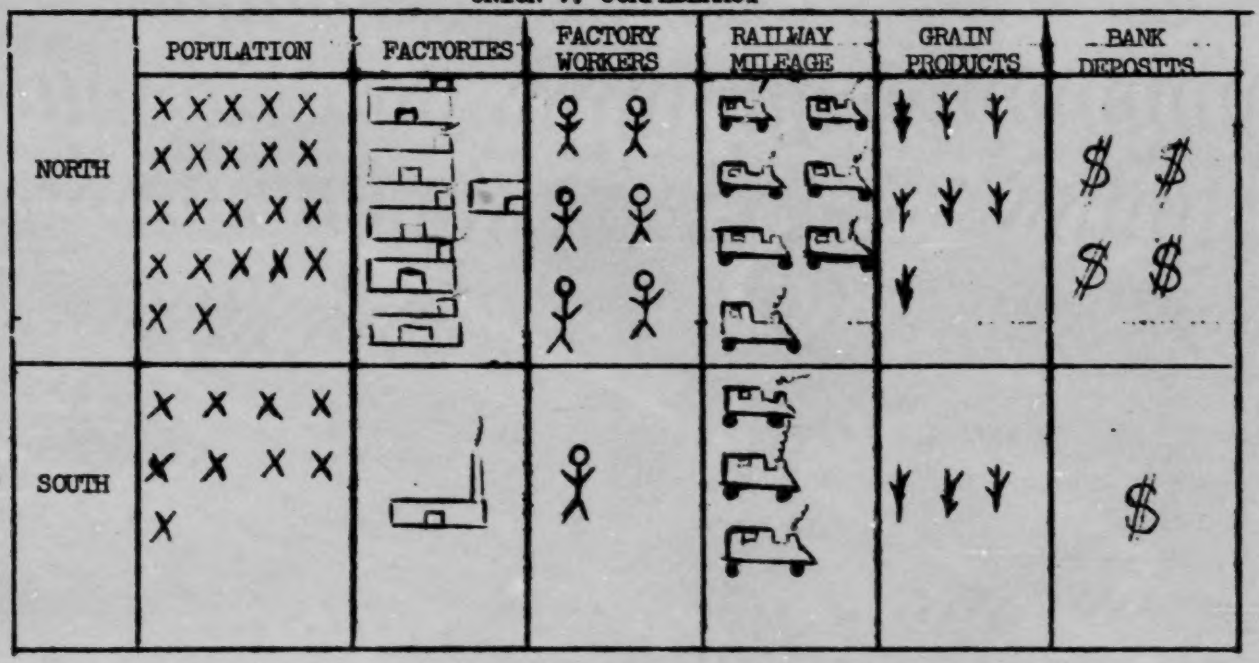
1. "Abe Lincoln in Song and Story," Eliza Records, 3304 Rittenhouse St., N.W., Washington, D.C. 20015.
2. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1971.
3. "Civil War: Anguish of Emancipation," Resource Center, (F 942).
4. Eibling, Foundations of Freedom, Laidlaw, 1973.
5. Fenton, Edwin, The Americans, American Heritage, 1971.
6. "Folksongs in American History," Resource Center (B/S 125).
7. Glanzrock, Jay, Adventures in American History, Silver Burdett, 1971.
8. "Going Places," Resource Center (B/S 259).
9. Graff, Henry, The Free and the Brave, Rand McNally, 1973.
10. "House Divided," Resource Center (F 822).
11. "Maryland, Its History and Geography," (BS 239).
12. Ratcliffe, Law in a New Land, Houghton Mifflin, 1972.
13. Silhouettes in Courage, Resource Center, (K 17).
14. "Union Restored," Time-Life Recording.

00227

Unit VI Experience II
Student Resource 1

Of all the skills associated with library research, none is more important than the ability to identify useful information--to tell what is useful for your research and what is not. Below you will find a graph and a list of topics on which you could possibly be doing research. Study the graph. Then answer the questions that follow. You may wish to discuss your views with others.

UNION v. CONFEDERACY



A. The Factory System in the United States
B. Advantages of the North in the Civil War
C. Why the Blockade Hurt the South
D. Wages of Factory Workers in the North
E. History of American Railroads
F. The Battle of Gettysburg
G. Food Helped Win the War
H. How the North and the South Compared in Population
I. How the North Was Helped by its Railroads
J. Civil War--First of the Modern Wars

1. For which of the topics above would the information shown on the graph be most useful?
2. For which topics would the information be of little or no value?
3. For which topics would the information have limited value?
4. For what topics would all the information be useful?
5. For what topics would part of the information be useful?

00228

Unit VI Experience II

Student Resource 2

Spotsylvania County, Virginia
1864

Dear Father,

This is my last letter to you. I went into battle this evening as courier for General Heth. I have been struck by a piece of shell and my right shoulder is horribly mangled and I know death is inevitable. I am very weak but I write to you because I know you would be delighted to read a word from your dying son. I know death is near, that I will die far from home and friends, in my early youth, but I have friends here, too, who are kind to me. My friend, Fairfax, will write you at my request and give you the particulars of my death. My grave will be marked so that you may visit it if you decide to do so, but it is optionary with you whether you let me remain resting here or in Mississippi. I would like to rest in the graveyard with my dear mother and brothers, but it's a matter of minor importance. Let us all try to revisit in heaven. I pray God to forgive me these sins and I feel that his promises are true that he will forgive me and save me. Give my love to all my friends. My strength fails me. My horse and my equipment will be left for you. Again a long farewell to you. May we meet in heaven.

Your Dying Son,

J. K. Montgomery

00229

Experience III

A. Question: What were the immediate results of the Civil War?

B. Purpose: The conflict of brothers, spanning four years, was over. But a question now presents itself, "Since the Southern states lost the war, were they ever really out of the Union? If so, how are they to be brought back in?" It is the central purpose of this experience to have students gain an understanding of the immediate results of the war and to appreciate the far-reaching implications of the Civil War. Since this material will be studied by the students in high school, this study should be general in nature.

C. Objectives: You will be able to describe the immediate results of the Civil War. To accomplish this, you will:

1. Identify the immediate results of the Civil War.

2. Define equality and explain how the term relates to the study of the Civil War.

D. Suggested Activities

1. Objective: Analyze Sherman's attitude toward peace.

   Activity: Discuss the question, "How should enemies be treated when peace is made?" Refer students to pages 78-79 in Inquiry Experiences in American History. Have them read the story, study the map and answer the questions on page 79. Focus student discussion on the question, "Did Sherman contradict himself in his statements about war and peace?"

2. Objective: Interpret a notice in a Southern newspaper which was published on the day that Lee's surrender to Grant was reported.

   Activity: Obtain a copy of Inquiry Experiences in American History. Read page 85 and answer the questions at the bottom of the page. Tell the students: You have just read an obituary for the Confederacy. Now write a birth announcement. Write this as a start, "Just reborn to America, a Union, very similar to the one born in 1787..." You finish it. Use your imagination.

3. Objective: Describe the reasons General Lee offered for his surrender to Grant.

   Refer to pages 79-81 in Inquiry Experiences in American History. Have volunteers dramatize page 80 and discuss points on page 81. Focus attention on question 5 on page 81. Ask, "Do you think Lee made the right decision? If not, what decision would you have made? Would it have helped the cause? There have been many great decisions in American History. List what you think are the ten major ones. Would you include Lee's decision in your list? Why or why not?

00230

4. Objective: Discover the feelings of Southerners when they saw the destruction of their homes.

   Activity: If possible, obtain pictures of the destruction of Richmond taken by Matthew Brady and show them to the class. Then distribute copies of Inquiry Experiences in American History. Have students read page 86. Answer the questions at the bottom orally. Give the students the following direction: In a short paragraph, write how you believe you would feel about an enemy who has just destroyed your home, all of your possessions, and your town.

5. Objective: Given a chart and graph, identify the number and type of casualties of the Civil War.

   Activity: Ask students, "Which of the nine wars involving the United States cost the most lives?" Record responses on the chalkboard. Distribute Student Resources, "War Casualties." Review chart and graph skills with the students. Assist slower students with interpretation of the chart and graph. Have them answer the nine questions in writing, and then review answers with the class. Give students the following information: "The population in 1860 was about 54,000,000 people. The population in 1940 was closer to 180,000,000. Why, then, would more people be killed and wounded in the Civil War than in World War II?"

   Obtain a variety of responses. If no one gets the answer, remind students that casualty figures for the Civil War reflect casualties on both sides, while the World War II figures reflect casualties on one side only. You may wish to discuss how statistics can sometimes be misleading.

6. Objective: Describe Lincoln's assassination in pictures.

   Activity: Have a group of students use the media center to locate pictures that describe the assassination of President Lincoln. If the librarian has a Kodak Ektagraphic Visual Maker, the students could copy the pictures into slide format. Have students write a narration to accompany pictures. The time for each slide should not be more than eight or ten seconds. Have another group of two or three students research to find unanswered questions about the assassination. Some historians have the opinion that Secretary of War Edwin Stanton was in on the murder plot. The information the students locate will be of great interest to the class and will develop into further discussion. An excellent resource to use for researching the murder plot is The Day Lincoln Was Shot by Jim Bishop.

00231

7. Objective: Clarify the feelings of people after the assassination of a President.

Activity: Complete Student Resource 2 and answer the questions that follow. Ask the class, "How well do you feel Whitman portrayed his feelings?"

8. Objective: Describe the Port Royal experiment and explain how it failed.

Activity: Obtain Film 943, "Promise of Reconstruction," from the Resource Center. Be sure to preview this film as it is quite sophisticated. The following synopsis presents the major ideas included in the film.

What the future would hold for the slave after the end of the Civil War was presaged only one year from its beginning in the Port Royal "experiment." As the pillaging army swept across the South, plantation owners fled the Sea Islands off the coast of South Carolina, totally abandoning seven thousand slaves. This film recreates the ensuing events which were to characterize failures of the Reconstruction period. A group of Gideonites, missionaries who identify with the Pilgrims, is sent to Port Royal to take charge. Placing their faith in education and the free-enterprise system, these dedicated people are determined to prove that the destitute slave can become a productive citizen.

Disregarding the freed slaves' desire to raise food crops, the missionaries insist that they continue to plant the hated cotton. The blacks soon find little difference between slave labor and wage labor. When the government decides to sell the land on the islands, few blacks can afford to buy, while the whites make handsome profits doing so. Even the act which gave some land to slaves is later invalidated. And soon the former slaves are working out their lives as share-croppers.

The Gideonites' noble motives have been hopelessly lost in a sea of mismanagement and profiteering, and the promise of self-sufficien held out to the blacks has collapsed for generations to come.

Color, 28 minutes, sale $360, rental $30.

To summarize, discuss these questions:
a. How was the Port Royal experiment planned? Do you think the plans were good? Why?
b. Why did the experiment fail?
c. Can you think of another way of helping freedmen adjust to their new lives?

00232

9. Objective: Explain your concept of "freedom for all."

Activity: Write an essay on "freedom--political, religious, social." Explain how one can achieve freedom for oneself while not at the same time destroying it for someone else.

10. Objective: After using the simulation Equality, define the term equality and describe the feeling of being "unequal."

Activity: Obtain the simulation Equality (K 32) from the Resource Center. Reading and teaching directions will take some time, so it is suggested the game be requested several days before use. There are a guide and student reference sheets which describe the play. The simulation takes place in the present day United States but has much meaning for the study of the post-Civil War years.

11. Objective: Explain the meaning of the slavery amendments.

Activity: Have the class analyze the thirteenth, fourteenth, and fifteenth amendments. How did they affect freed blacks when they were passed?
Have a group of students analyze the effectiveness of the amendments by reporting on black codes, Ku Klux Klan, poll taxes, and literary tests. Discuss why all people who are qualified should be able to vote. After the discussion, close with the statement, "What did the thirteenth, fourteenth, and fifteenth amendments do for the Indians?"

12. Objective: Read a number of selections designed to improve analytical comprehension skills.

Activity: The SRA kit An American Album contains many selections appropriate to the study of the Civil War. The numerical listings are: 55, 61, 80, 89, 111, 113, 117, 141, 155, 158, 162, 188, 204, 209, 220, 229, 241, 265, and 291. Have students read them to enrich their study.

00233

E. Formative Evaluation

1. Have the students pretend to be a former slave who has just been freed by the Emancipation Proclamation. Ask them to write how that person might have completed a statement like this.

   Freedom is _____.

2. You have been asked to write plans for reconstructing our union. After formulating your plan, present it to the class for discussion and evaluation.

3. Present an oral report, "How did the Civil War affect our state of Maryland?"

4. Role play a family's reunion in which one son fought against his brother.

F. Summative Evaluation

This activity has tremendous potential. It may be used as:

1. A take-off point for group or individual research.
2. A basis for a role-playing or simulation activity in which the five factions attempt to devise a satisfactory plan.
3. A final written evaluation.

Year--1991

Situation--Maragesh, a country of 200,000,000 people located in the central one-third of the Australian continent, has just finished fighting a bitter civil war. The war lasted five and one-half years and cost over 16½ million lives. The Eastern section of Maragesh consisting of fourteen states had revolted against the rule of the central government in 1986.

One of the major issues leading to the revolt in 1986 was the feeling of the Eastern section (which called itself Antilles) that it was being discriminated against by the Western area in that the industrial West was receiving the benefits of a high protective tariff.

Another major area of disagreement between the two sections was the subjugation of the native aborigines (Maori) by the Easterners. The Maori had been forced into slavery on the huge beef cattle ranches and in the timber areas of the mid-continent. The question of slavery had been a major controversial issue in the last three ministerial elections in Maragesh prior to 1986. Sir Lloyd Brandwein had carried his Liberal party to victory in the Parliamentary elections

in 1985. His primary stand had been against slavery and he had alienated the Easterners. Soon after the inauguration of Prime Minister Brandwein (at which not one of the elected delegates from the fourteen eastern states was in attendance), the Eastern states resigned from the Royal Union and formed the government of Antilles.

For several months the two sections bickered constantly over whether a state or group of states could secede from the Union. No peaceful agreement could be reached. Finally, in May, 1986, fighting broke out. It lasted five and one-half years. Industrial Maragesh defeated the agricultural Antilles. Slavery in any form has been abolished by the Parliament. Antilles is in ruins. Animosity engendered by the war is universal.

1. Problem: You are the newly elected Prime Minister of Maragesh and are to take office in February, 1992. What approach would you take toward the problems of rebuilding the Royal Union?

2. Problem: You are a Member of Parliament from Stein, a Far Western state. How might you approach the problem of Reconstruction and reconciliation?

3. Problem: You are a cattle ranch owner from Masterton, you have seen your lands destroyed. How might you feel towards the plan for rejoining the Royal Union?
   Note: Masterton is one of the Eastern States.

4. Problem: You are a laborer in a factory in Heather (a Western state) who has lost a son and a brother during the Civil War. Describe your feelings toward the Rebels and your attitude about Reconstruction.

5. Problem: You are a Maori who has been freed by the Civil War. Describe the life of yourself and your family.

G. Resources

1. Branson, Margaret, Inquiry Experiences in American History, Ginn, 1971.

2. "Civil War: Promise of Reconstruction," F 943, Resource Center.

3. "Equality" simulation, Resource Center, (K 32).

Unit VI Experience III

Student Resource 1

War Casualties

No war has taken more American lives than the Civil War. Exact casualty figures for the Civil War are not known, especially for the South. The figures used in the following charts are, at best, good guesses. Examine the charts and then answer the questions.

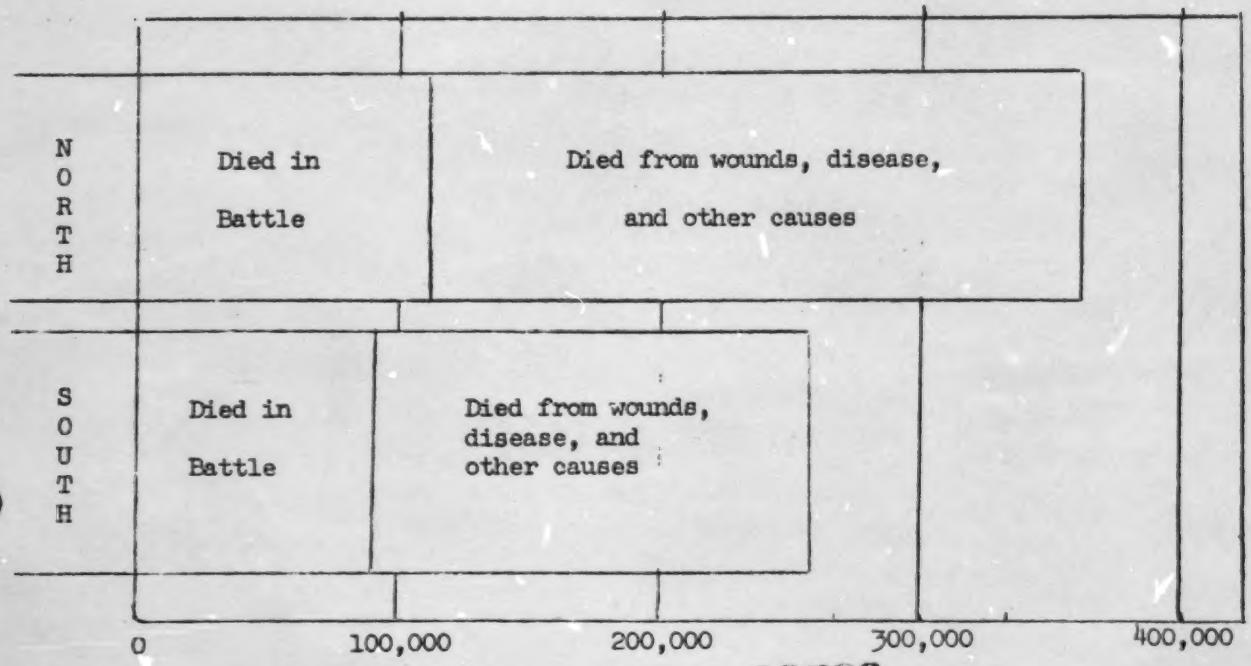
QUESTIONS

Below are a list of statements. Next to each statement write:

TRUE if the charts support the statement
FALSE if the charts contradict the statement
UNKNOWN if the charts do not supply information to support or contradict the statement.

CHART 1

1. About 110,000 Northern soldiers died in battle during the Civil War. _____
2. About 94,000 Southern soldiers died in battle during the Civil War. _____
3. Southerners were better shots than Northerners. _____
4. During the Civil War more men died from wounds, disease, and other causes than died in battle. _____
5. The North had more soldiers than the South. _____



00236

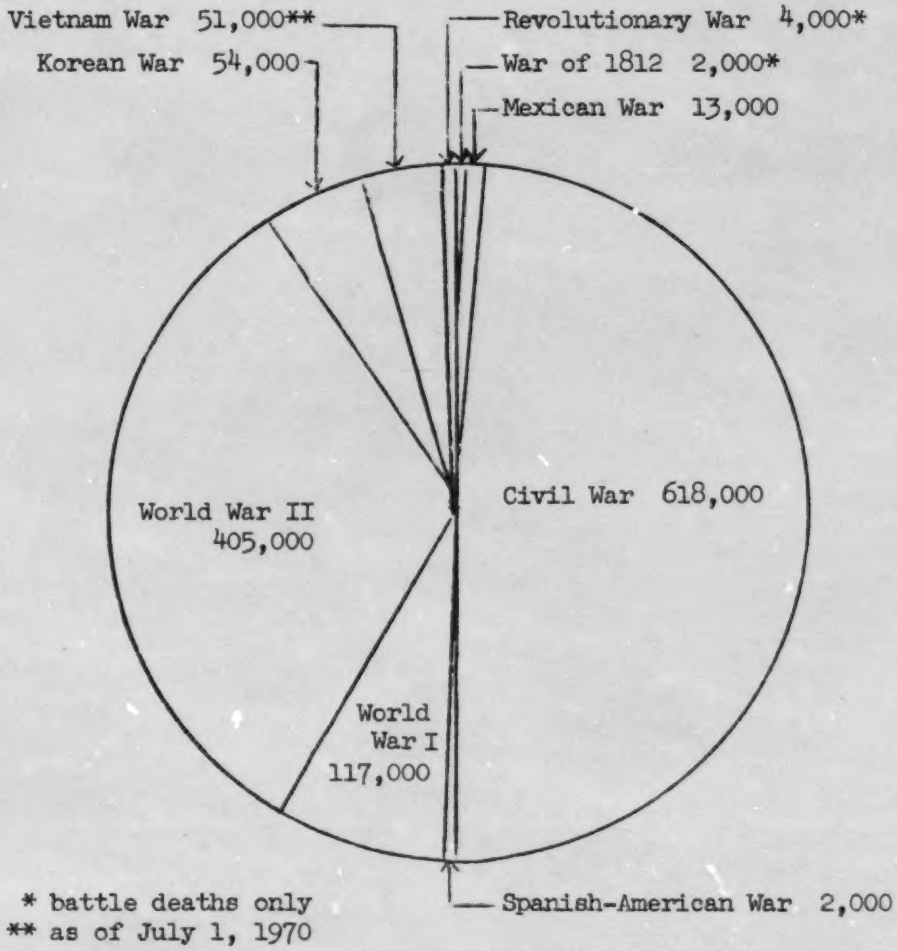
CHART 2

1. More Americans died in the Civil War than in any other war in American history. _____

2. There were more American deaths in the Civil War than in World War I because the Civil War was longer. _____

3. The Civil War cost more American lives than did World War I, World War II, and the Korean War combined.

4. World War II was not as terrible as the Civil War. _____



* battle deaths only
** as of July 1, 1970

Source: Roden, P., The Promise of America: Breaking and Building, 1971.

00237

Student Resource 2

The Death of Abraham Lincoln

On March 4, 1865, Abraham Lincoln was sworn in for a second term as President of the United States. At the time he expressed the hope that the nation would soon be reunited. He made it clear that he wanted the Southern states to rejoin the Union.

Then on April 14, 1865, just five days after Lee surrendered, the President was shot as he sat watching a play. The next day he died. The country was shocked and saddened by his death. One man who loved Lincoln was Walt Whitman, one of America's finest poets. He wrote the poem that follows just after the death of Lincoln.

O CAPTAIN! MY CAPTAIN!

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up--for you the flag is flung--for you the bugle trills,
For you bouquets and ribbon'd wreaths--for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
The arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;
Exult O shores, and ring O bells!
But I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

Understanding

1. Who does the word Captain on line 1 refer to?_____
2. What was the "fearful trip" mentioned on line 1?_____
3. Underline the word on line 2 that refers to the United States?
4. Circle the two lines in the poem that tell you that the poet does not want to believe that Lincoln is really dead.

00238

Culmination of the Year's Study

The following activities are suggested approaches for use during the last week of school. They should help you to culminate and tie together the year's study.

1. Distribute Student Resource 1, "People Respond to Others." Read the directions with the students and have them complete the activity. Have students discuss their responses either as a class or in small groups.

2. Create a timeline bulletin board. Have students construct a timeline beginning at 1607 and ending with the year 2000 or beyond. On pieces of paper approximately 2" by 6", write the names of famous events in American history, book titles written with an historical setting that the students would know, and television shows that are indicative of a time period. (Suggested books might be Johnny Tremain, Tom Sawyer, Light in the Forest. Suggested television shows would be "Daniel Boone," "MASH," "Gunsmoke.") Have students place the event, book, or television program at the correct spot on the timeline. This could be made into a game very easily by dividing the class into small groups and awarding points for correct answers.

3. Make a collage of events in the year's units of study.

4. Divide the class into six groups, one for each unit of study. Have students choose a method of presenting a main event in one of the units. One member from each group should choose the unit title from a hat.

5. Separate the class into six groups corresponding to the units taught. Have each group create a "You Are There" presentation. These could be video-taped and shown to the sixth grade class as a "preview" of the next year's study.

6. With the sixth grade social studies teacher's cooperation, have students tell the sixth graders what they will be studying next year.

7. Have students respond in writing to the following question:

   If the statement "history repeats itself" is true, what do we have to look forward to in the future? How can we learn from the past?

8. Organize teams of four or five students each to have a "Who Am I?" competition.

00239

9. American History Game

Materials:

a. Game boards (Student Resource 2)
b. Dice (1 die per game)
c. Question and answer sheet

Directions:

d. Divide students into six equal groups. Assign each group one of the units of study. Each group should create a minimum of fifty questions and answers.
e. Throw the die to determine from which unit to select the question. For each correct answer individual may advance one space.
f. This game can be played with individuals or in groups. The object of the game is to reach the fiftieth state.

00240

Evaluation

Student Resource 1

Colonization - People Respond to Others

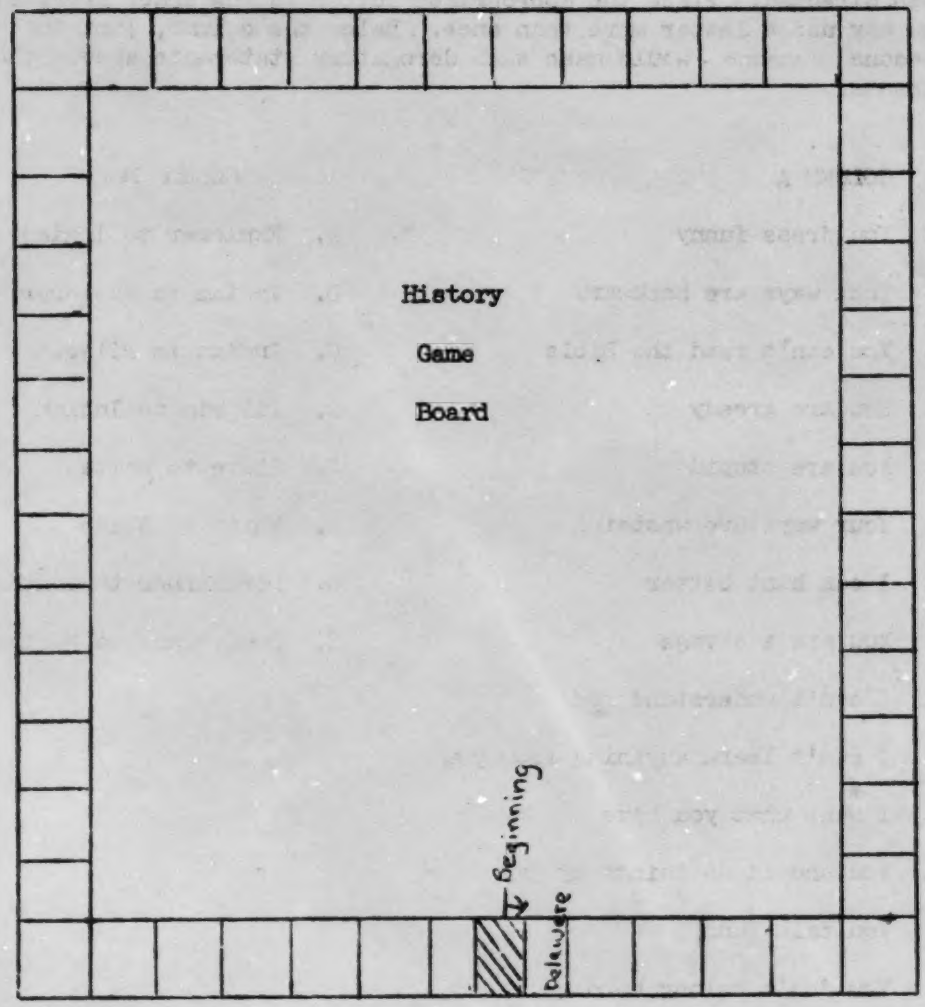
Directions: Read the statement made by people about other culture groups in Column A below. Decide which people in Column B you feel would have made each comment and to whom each comment would have been directed. Place the appropriate letter in the space provided. You may use a letter more than once. Below the column, list the reasons someone would make such derogatory statements about other persons.

	COLUMN A	COLUMN B
_____ 1.	You dress funny	A. Explorer to Indian
_____ 2.	Your ways are backward	B. Indian to Explorer
_____ 3.	You can't read the Bible	C. Indian to Pilgrim
_____ 4.	You are greedy	D. Pilgrim to Indian
_____ 5.	You are stupid	E. Slave to White
_____ 6.	Your ways are wasteful	F. White to Slave
_____ 7.	I can hunt better	G. Northerner to Southerner
_____ 8.	You are a savage	H. Southerner to Northerner
_____ 9.	I can't understand you	
_____10.	I can't learn anything from you	
_____11.	I want what you have	
_____12.	You should do things my way	
_____13.	You talk funny	
_____14.	You don't belong here	

06241

Evaluation

Student Resource 2



1. Enlarge on construction paper.

   States should be listed according to admission into the Union beginning with Delaware and ending with Hawaii.

00242

APPENDIX A

ORGANIZING FOR GROUP WORK AND CLASSROOM DISCUSSION

Group Work Standards

1. Talk quietly in conversational tones.

2. The instructor should be able to talk to the class in a normal tone of voice and be heard by all.

3. Elect a group chairman who will be the discussion leader of the group. This person should <u>not</u> receive your vote because he/she is a good friend. Vote for the person you feel will do the best job.

4. Appoint or elect a group recorder. This student may prepare several reports in order to inform the teacher as to what the group is doing.

5. At the end, each group will evaluate every member of the group, including oneself, noting strengths and weaknesses. Then, you will evaluate the group as a whole and tell how you could have improved.

6. Desks and chairs should be moved quietly.

00244

GROUP REPORTS

I. General Suggestions

A. Organize your notes well. Place specific topic, name of reference, and page numbers on each sheet of paper or else each notecard.

B. You must know your material well when you give your report. You may use brief notes on 3 x 5 cards, but that is all.

C. Each group should make-up several guide questions to aid the class in taking notes. These, plus difficult words being used, should be placed on the board, a ditto, an overlay, or some place where the class may refer to them.

D. Use many visual aids. Make them large enough to enable the people in the back of the room to see them clearly.

E. The group chairman should provide an interesting introduction and a logical conclusion to the group's reports. In his conclusion, he should summarize the findings of the group.

II. Types of Presentations

A. Panels
B. Interviews (outside sources)
C. Individual reports
D. Debates
E. Role Playing
F. Dramatizations
G. Television or radio program
H. Use of visual-aids
I. Quoted material

III. Evaluation Checklists

A. Group as a whole

1. Did people speak only when recognized by the chairman?
2. Did the recorder keep a record of suggestions and plans?
3. In planning, did all members of the group contribute ideas of value?
4. Was the work divided smoothly? evenly? clearly?
5. Did members accept responsibility for work that was not first choice?
6. Was the committee ready to begin on time and organized for smoothness of presentation? (Were absentees reports given?)
7. Did the committee use an interesting framework for its presentation?
8. Was there a good summary, prepared cooperatively?

B. Individual Cooperation

1. Did I give helpful suggestions without always wanting everything my own way?
2. Did I refrain from belittling suggestions of other people?
3. Was I attentive and courteous, speaking only in turn?
4. Did I share information that might have helped someone else on my committee? on othercommittees?

00245

C. Preparation

1. Did I search thoroughly for detailed, interesting information?
2. Did I use as many references as possible?
3. Did I use 3 x 5 cards to make note-taking easier?
4. Did I organize my material into an outline?
5. Did I write the outline for my presentation on 3 x 5 cards?
6. Did I prepare visual materials such as pictures, film strips, films, maps, models, diagrams, charts, etc.?
7. Was I ready on time?

D. Presentation

1. Was my posture good?
2. Was my voice loud and clear?
3. Did I avoid unnecessary words such as and or a?
4. Were there a variety of tones in my voice?
5. Did I speak moderately slow?
6. Did I use good English?
7. Did I know my material, using notes only as a help, telling rather than reciting the information?
8. Were the words my own so that I avoided sounding like a textbook?
9. Did I use the chalkboard for difficult words, place names, and names of people?
10. Did I show places being discussed on the map?
11. Did I emphasize the most important things by:
    a. The tone of my voice.
    b. Some repetition.
    c. Word clues such as, "This is very important," "One outstanding factor," and similar comments.

E. Listening

1. Was I familiar with the questions that were to be answered by each group?
2. Did I write down the most important information answering those questions?
3. Did I copy my notes over in good form so that they would be useful later?
4. Did I listen courteously and attentively throughout the presentions
5. Did I use question periods to get a better understanding of the topic rather than to write down numerous unimportant details to fill out my notes?

IV. Final Discussion questions

A. Has group work solved our problems?
B. Has each pupil contributed to the best of his ability?
c. Is the group contribution of higher quality than contributions of any one individual?
D. Has each group learned to work well as a unit?
E. What aspects of group work remain to be improved?
F. How may this improvement be projected?

00246

Guide Sheet for Group Work

Chairman _____ Group Number_____

Recorder_____ Session Number_____

Group Members _____

_____

_____

Problem under study: _____

_____

Aims of the committee for this meeting: _____

_____

_____

Accomplishments during this meeting:

1.
2.
3.
4.
5.
6.

Our next plans: (These should include assignments to individuals and the group aims for the next meeting.)

1.
2.
3.
4.
5.
6.

Group Problems: _____

_____

00247

REPORT PRIOR TO GROUP PRESENTATION

Chairman_____ Recorder_____

Group Members _____

Group Problem_____

Date of Presentation_____

Audio Visual Aids_____

_____

List All Source Material Used:

List Each Member's Part in the Presentation:

00248

Evaluation of Chairman

Chairman's Name

1. Was he well prepared?
2. Did he maintain control of group?
3. Did he summarize periodically?
4. Did he monopolize the discussions?
5. Did he attempt to involve everyone in the group in the discussions?
6. Did he keep the discussion moving forward or allow it to become bogged down in arguments which dragged out?
7. Should he serve as chairman again?

00249

Discussion Concepts List

Good Ratings	Poor Ratings
G-1: Definition Given or Asked	P-1: Claim Repeated
G-2: Evidence or Example Given or Asked	P-2: Irrelevant Statement
G-3: Analogy Given	P-3: Insensitive Statement
G-4: Inconsistency Challenged	P-4: Issue Changed Abruptly
G-5: Relevance Questioned	P-5: Unclear Statement
G-6: Issue Stated Factual Definitional Policy or Value	P-6: No Evidence Given
G-7: Summary Given or Asked	P-7: Inaccurate Facts
G-8: Stipulation Made	P-8: Personal Attack
G-9: Concession Made	P-9: Loaded Words

Source: Clarifying Public Controversy. Fred Newmann.1970, pages 292-33.

DISCUSSION EVALUATION SHEET

(name of evaluator) (date)

(topic of discussion)

(participants in discussion)

Statement	Rating 1-Excellent 2-Very Good 3-Good 4-Fair 5-Poor	Reason for Rating
(example) Joe mentioned recent mutinies on other ships	2	Gave evidence for his earlier claim about danger of mutiny on the Indomitable.
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Source: Clarifying Public Controversy. Fred Newmann. 1970, pages 292-3.

00251

TAKING STOCK OF YOUR DISCUSSION

(group) _____ (date)

1. What issues were discussed?

2. What were major points of disagreement?

3. What positions were taken, and by whom?

4. Was agreement reached on any issues? Which ones?

5. What happened to help move the discussion along?

6. What happened to bog the discussion down or make it unproductive?

7. What did the discussion accomplish?

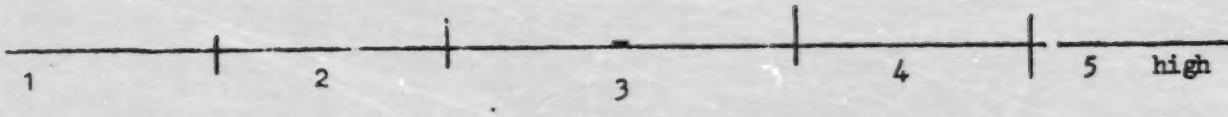
8. What should be discussed next? Why?

Source: Clarifying Public Controversy. Fred Newmann. 1970, pages 292-3.

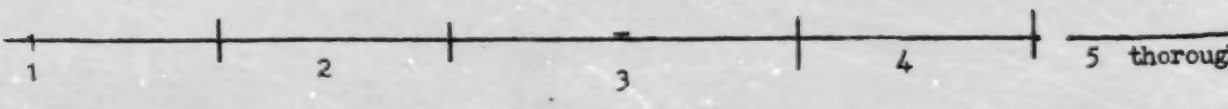
00252

DISCUSSION RATING SCALES

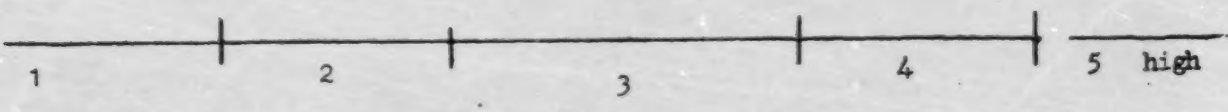
1. Sensitivity



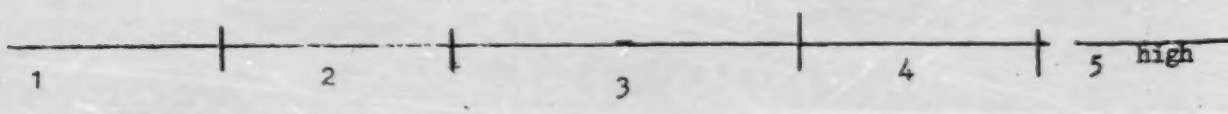
2. Treatment of Issues



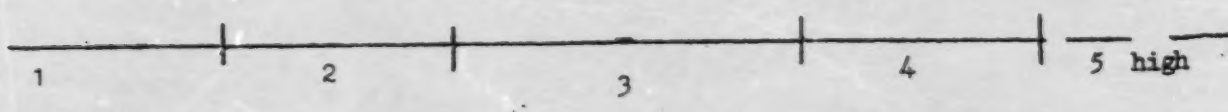
3. Relevance



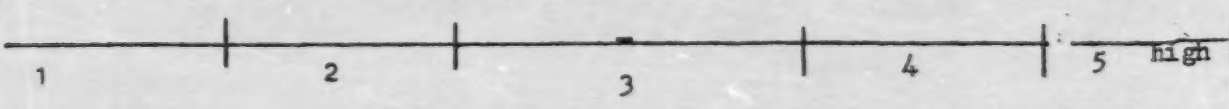
4. Involvement-Interest



5. Complexity of Argument



6. Overall Quality



Source: Clarifying Public Controversy. Fred Newmann. 1970, pages 292-3.

ACTIVITIES FOR PRACTICING DISCUSSION SKILLS [1]

A. Grouping

Discussion by twenty-five to thirty students can be arranged and managed in several ways.

Teacher as Moderator. Conventional pattern in which teacher moderates discussion of the whole class, attempting to orchestrate diverse views of many students.

Teacher as Interviewer. With most of the class listening, teacher focuses intensively on one or a few students to pursue individual views in depth.

Debates. Teams of two to four students each present their views to the rest of the class.

Evaluation Panel. In five-man groups, two students discuss the issues (an interesting variation is to have one student "coach" for each of the two discussants) and three act as observers or judges. Periodically judges stop the discussion to consider what "progress" is being made and to suggest ways of improving it. This encourages students to listen more carefully.

Two-man Dialogues. Two-man pairs carry on private dialogues in different parts of the classroom. This allows students to explore each others' views in some depth without continuous public surveillance by teacher of classmates.

When students are split into groups, taking responsibility for their own discussions, teacher can roam about, occassionally intervening as devil's advocate, moderator, or resource person.

B. Deliberate Discussion

One technique for ensuring careful attention to statements is to have a group of students discuss and decide what to say next to a previous statement created by another team or group. After Team A comes up with its "best"statement, it is tape-recorded and played to Team B. Team B is given time to construct a response. It then records the response, which is played to Team A. This technique forces students to think carefully about one statement at a time. Deliberate discussion proceeds much more slowly than a normal discussion, where participants generally talk continuously in a rapid-fire sequence that leaves little time for reflection between statements.

Deliberate discussions can have several objectives:

1. Producing a total "good" discussion.
2. Producing a deliberately poor discussion.
3. Using particular operations within a discussion(e.g., analogy and analogy challenge, stipulation, concession, and evidence).
4. Illustrating different ways to decide on a discussion agenda.

After tape-recording a deliberate discussion, the entire class can analyze it and rethink whether statements recorded were most appropriate.

[1] Newmann, Fred M. and Donald W. Oliver, Clarifying Public Controversy. Little, Brown, and Co. 1970, pp. 310-312.

00254

C. Public Hearing

A group of students becomes a judgmental panel to question students who play the roles of interested parties to a dispute. If the issue is whether to set up a coffee and coke lounge in the high school basement, relevant interest groups such as the vending machine company, parents, teachers, students, and custodians might testify. This technique encourages students on the panel to take initiative in asking questions appropriate to resolution of the major issues.

D. Creating "Model" Dialogues

Teachers and students can develop orally (preferably on tape), or in writing, contrived dialogues to illustrate particular operations or problems. Students might gain more sensitivity to the problem of relevance, for example, if they intentionally constructed a recorded dialogue that contained a high proportion of irrelevant statements. They might learn better how to separate issues if they tried to make a model discussion in which transitions between issues were clearly articulated. They could practice the skill of summarizing dialogue results if they create their own model in which fictional participants try to summarize often. Student teams can present models for their classmates to analyze. Competition among teams to create the best models can increase motivation.

E. Evaluation Forms

Forms similar to those on A-9 can heighten student attention toward discussion processes. Class discussion of responses recorded on the forms can be as instructive as the discussion itself.

00255

THE FISHBOWL
Design for Discussion

Holding a useful discussion in a classroom of 25 or 30 students is not easy. Usually, a few students will be active while the rest sit it out. Many teachers have difficulty in getting students to address each other rather than the teacher, to stick to the topic, to listen, and to help others participate.

Such teachers may find the Fishbowl a deceptively simple but effective structure for discussion that spreads participation and helps each student become more aware of the part he and others play in a discussion. Suitable for grades 3 to 12, it can be carried out in 35 to 45 minutes in a class of as many as 30 students.

The Fishbowl is made up of an inner and an outer circle. After the circles form, the class is told that the inner group will discuss a topic while the outer group observes how the discussion is going. Observers, divided into subgroups, are given specific tasks related to what helps and what hinders a classroom discussion.

When the discussion is finished, the outer group shares and discusses its observations with the inner. Then the two groups change places and repeat the procedure. Every one has a chance to be both participant and observer -- to discuss the topic and to become more aware of what happens during a discussion.

Advance planning is important. The teacher must decide which planning tasks he should do and which can be shared with a planning committee. First, he should choose four or five students for the committee. Then he should convene it, make sure everyone knows what he is going to do and why, and assign the group tasks. The teacher (and the committee of students) must do five tasks before the scheduled time of the discussion:

1. Choose the topic for discussion. Questions like "What did you enjoy or dislike about this class yesterday?" and "Why do we learn about other countries? make good topics for any grade level. "Should teen-agers go Dutch treat on dates?" and "How should party crashers be handled?" are lively topics in high school. The teacher might suggest several topics and let the student committee choose one of them. The only restrictions are that the topic should not call for or result in a decision for action by the class, such as "What should we do about boys who wear long hair in this class?" and it should not be likely to embarrass any student
2. Decide what the teacher's role will be, if any.
3. Decide who will give the instructions during the discussions and who will be the timekeeper. (Careful timing is important.)
4. Choose some simple method of dividing the class into two groups. It is best to mix boys and girls, talkers and shy ones. Any random method should work, such as dividing by halves of the alphabet or putting half the girls and half the boys into each group.
5. Decide how to form the inner and outer circles. If the desks are immovable, have the students take seats so as to roughly form two circles.

The actual Fishbowl session takes place in five "Acts," preceded by a "Getting Ready" period. A typical Fishbowl might go like this:

Getting Ready (5 minutes)

The teacher or chosen chairman briefly explains the purpose of the exercise and tells how it will work. Then he divides the class into two groups: "Everyone whose last name begins with A to M will be in the inner circle; the rest in the outer."

He has the class form the two circles. "Members of the outer circle should listen to and watch the discussion in silence. Here are your assignments. Joe, Henry, Alice, and Bill, count how many put in their two cents' worth. Mary,

00256

Doris, John, and Harry, note which people look as if they want to say something but don't. Bob, Susan, Millie, and Gene, keep tract of who gets interrupted and who does the interrupting."

Act 1 (8 to 10 minutes)

The inner group begins its discussion while the outer group observes. Let's imagine a discussion in a math class on the topic "What I liked and didn't like about this class yesterday." It might begin something like this:

Virginia: You mean talk about what I liked about this class yesterday.

Chairman: Yes, anything you want to say.

Virginia: Well, let's face it, I'm not any good in math so it's not my favorite subject.

Pete: I think it's great. I like working problems.

Louise: That's because you're good in math. I get all nervous when the room's so silent, and I think everybody's going to get the answer but me.

Doug: I liked it. Joan and I always see who can get the answer first.

Joan: Yeah, and I'd beat you if you would...

Walter: I usually like it, but I didn't understand the instructions yea yesterday.

And so on in this fashion. Brief silences may occur, but ordinarily a member of the group will break the silence. If it seems that no one has any more to say, the chairman can move to Act II.

Act II (5 to 7 minutes)

The timekeeper calls time on the discussion. First the observers report on what they saw and heard, while the inner group listens silently.

John: Don seemed to be wanting to say something but didn't get a chance.

Doris: And Joan didn't finish.

Susan: I noticed that, too. Walter just broke right in.

Henry: All but two people said something.

And so on.

Then the inner group joins in, commenting on the observers' reports and the discussion.

Don: I was just trying to say that some people hold up the class by being slow.

Louise: I thought the discussion was going good when we were stopped.

And so on.

Act III(8 to 10 minutes) and
Act IV (5 to 7 minutes)

The groups reverse roles and repeat Acts I and II.

Act V -- Evaluation

Write on the chalkboard: "(a) What things helped our discussion? (b) What hurt it?" Have each student write out his answers. Collect these.

If time permits, students can discuss what helped or hurt the discussion. If not, appoint a small committee to report on the written responses and hold the discussion later.

Pointers for the teacher

In the evaluation, the teacher might ask, "Why is it worthwhile to have this kind of discussion?" Versions of "It helps us to have a better class" should emerge in the students' responses. The teacher can add specifics that the class doesn't mention. (The teacher in our example could point out that we discover whether we are going too fast, whether instructions are clear, and how one person's behavior affects others.)

In summing up what helps and what hinders a discussion, the teacher should mention that discussion is better when we

--listen and build on what has been said before
--give others a chance and help those who seem to want to join in but don't
--accept other people's opinions as valid for them.

Source: Today's Education: NEA Journal. September, 1968, pages 28-29.

00258

PROCESS OF VALUING: SUGGESTED CLARIFYING RESPONSES

1. Choosing freely

   a. Where do you suppose you first got that idea?
   b. How long have you felt that way?
   c. What would people say if you weren't to do what you say you must do?
   d. Are you getting help from anyone? Do you need more help? Can I help?
   e. Are you the only one in your crowd who feels this way?
   f. What do your parents want you to be?
   g. Is there any rebellion in your choice?
   h. How many years will you give to it? What will you do if you're not good enough?
   i. Do you think the idea of having thousands of people cheering when you come out on the field has anything to do with your choice?

2. Choosing from alternatives

   a. What else did you consider before you picked this?
   b. How long did you look around before you decided?
   c. Was it a hard decision? What went into the final decision? Who helped? Do you need any further help?
   d. Did you consider another possible alternative?
   e. Are there some reasons behind your choice?
   f. What choices did you reject before you settled on your present idea or action?
   g. What's really good about this choice which makes it stand out from the other possibilities?

3. Choosing thoughtfully and reflectively

   a. What would be the consequences of each alternative available?
   b. Have you thought about this very much? How did your thinking go?
   c. Is this what I understand you to say...(interpret his statement)?
   d. Are you implying that...(distort his statement to see if he is clear enough to correct the distortion)?
   e. What assumptions are involved in your choice? Let's examine them.
   f. Define the terms you use. Cive me an example of the kind of job you can get without a high-school diploma.
   g. Now if you do this, what will happen to that...?
   h. Is what you say consistent with what you said earlier?
   i. Just what is good about this choice?

00259

j. Where will it lead?
k. For whom are you doing this?
l. With these other choices, rank them in order of significance.
m. What will you have to do? What are your first steps? Second steps?
m. Whom else did you talk to?
o. Have you really weighed it fully?

4. Prizing and cherishing

a. Are you glad you feel that way?
b. How long have you wanted it?
c. What good is it? What purpose does it serve? Why is it important to you?
d. Should everyone do it your way?
e. Is it something you really prize?
f. In what way would life be different without it?

5. Affirming

a. Would you tell the class the way you feel some time?
b. Wuuld you be willing to sign a petition supporting that idea?
c. Are you saying that you believe....(repeat the idea)?
d. You don't mean to say that you believe...(repeat the idea)?
e. Should a person who believes the way you do speak out?
f. Do people know that you believe that way or that you do that thing?
g. Are you willing to stand up and be counted for that?

6. Acting upon choices

a. I hear what you are for; now, is there anything you can do about it? Can I help?
b. What are your first steps, second steps, etc.?
c. Are you willing to put some of your money behind this idea?
d. Have you examined the consequences of your act?
e. Are there any organizations set up for the same purpose? Will you join?
f. Have you done much reading on the topic? Who has influenced you?
g. Have you made any plans to do more than you already have done?
h. Would you want other people to know you feel this way? What if they disagree with you?
i. Where will this lead you? How far are you willing to go?
j. How has it already affected your life? How will it affect it in the future?

7. Repeating

a. Have you felt this way for some time?
b. Have you done anything already? Do you do this often?
c. What are your plans for doing more of it?
d. Should you get other people interested and involved?
e. Has it been worth the time and money?
f. Are there some other things you can do which are like it?
g. How long do you think you will continue?
h. What did you not do when you went to do that? Was that okay?
i. How did you decide which had priority?
j. Did you run into any difficulty?
k. Will you do it again?

Source: Raths, Louis E., et al., Values in Teaching, Charles E. Merrill, 1966.

APPENDIX B

ORGANIZING A CLASSROOM DEBATE

Organizing a Classroom Debate

Each debate team will consist of three members who will participate within the following format:

1. Affirmative Team - Opening Argument

2. Negative Team - Opening Argument

In a maximum of five minutes, each team justifies its position with logic and evidence.

3. Affirmative Team - Cross-Examination or Rebuttal

4. Negative Team - Cross-Examination or Rebuttal

In a maximum time of three minutes, teams may choose either to question the opposition regarding their opening argument or offer a rebuttal to the opposition's argument.

5. Affirmative Team - Summary

6. Negative Team - Summary

In a maximum of four minutes, each team makes a final attempt to summarize its position and convince the judges of the validity of its arguments.

The audience will be allowed to particiapet in the debate after steps 4 and 6. At these points, a member of the audience may ask a relevant question of any debater.

Success in a debate depends essentially on two things: quickness of thought during the debate, and thorough preparation and research before the debate. No one is more embarrassed than a debater who does not know his facts. On the other hand, a debater who has argued his position well can be proud in the knowledge of solid intellectual achievement.

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APPENDIX C

ORGANIZING FOR ROLEPLAYING AND BRAINSTORMING

APPENDIX C

ORGANIZING FOR ROLE-PLAYING ACTIVITIES

Role playing in the classroom works best when there is an attempt to follow a definite sequence of steps. The sequence outlined below allows for a logical ordering and development of the role-playing session. It has been tested successfully by teachers.

1. Preparation and instruction, the first stage, covers problem selection, warm-up, and general and specific instructions to participants and audience. It involves the selection by the teacher, with or without class help, of an issue or problem to be worked on. After selecting the problem the teacher needs to warm up or relax the students and give them practice and security in public performance and expression. The explanation of the general problem situation should make clear the educational purposes of the drama and the relevance of the issue or problem for the entire class. The teacher is now ready to brief the actors, to explain in detail the exact role each of them will play. The final step in this stage is to delineate the roles of the audience, the students who are not acting out the dramatic roles. These students can observe the general interaction of actors, or they can be charged to watch for specific actors or for specific events.

2. Dramatic action and discussion, the second major stage, covers both the role playing itself and the subsequent discussion and interpretation of the action. Sufficient time should be allowed during the improvisation for students to become thoroughly immersed in the problem situation, so that they can take full advantage of the situation's promise for discovering and practicing alternative ways of acting. At the conclusion of the drama it is important to bring the class back to everyday reality, to dissociate the actors clearly from the role they played. This is important so that critics and other students can concentrate on the role behavior and not on the actions or person of the actors. The post-role-playing discussion may take several forms and involve several different students or groups of students. The role players or the audience, or both, may contribute to an analysis of the dramatic session. A final important focus of this learning experience should be the student's ability to apply the examples and lessons of this new role behavior to his own interpersonal experiences.

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3. Evaluation, the final stage, must follow the enactment and discussion of the role-playing situation. In this stage the teacher and pupils review the successes and failures of their role-playing experience. The purposes, procedures, and effects of such a learning experience should be analyzed so that teacher and class can make decisions about the need for additional role playing or reenactment of the scene. The teacher will certainly want to make a further personal evaluation of the experience in the light of his original diagnosis and goals; he will want to consider what verbal and behavioral evidence there is to show that the students have learned from the experience.

A GUIDE FOR BRAINSTORMING

I. CHOOSING THE BRAINSTORMING TOPIC:

1. Break down complex problems into problems specific enough to be brainstormed. Instead of "How can we promote better communication?" use three separate problems:

   How can we promote better communications:

   (a) With the community?
   (b) Within our department or group?
   (c) Between our department or group and another department or group?

2. The basic aim of brainstorming is to get out as many ideas as possible. The more alternative ideas the better. The problem, therefore, must be one that lends itself to many possible answers.

3. Do not try to Brainstorm problems requiring value judgements like "When is the best time to have our meetings?" Brainstroming cannot take the place of decision making.

II. RULES FOR BRAINSTORMING:

1. Everybody participates: Circular response or round robin with the option to "pass" if more than eight people.

2. No Criticism or Evaluation: Either by the person expressing the idea or by others. A chance to evaluate will come later. Being critical and being creative at the same time rarely produces many new ideas.

3. Quantity is wanted: The greater the number of ideas, the greater likelihood of winners. It is easier to cut down a long list of ideas than puff up a short one.

4. No Selling or Explanation: Don't try to sell or explain your idea, just get it stated. There will be a chance to clarify or get clarification later as well as a chance to advocate specific ideas.

5. Free-Wheeling is Welcomed: The wild ideas are o.k. as these will often "trigger" ideas which might not otherwise occur.

6. Combination and Improvement Sought: Quick suggestions on how some ideas could be improved or how two or more ideas could be combined into a better idea are welcomed.

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APPENDIX D

EVALUATION OF A SOCIAL STUDIES COURSE

APPENDIX D

EVALUATION OF A SOCIAL STUDIES COURSE

A. Please answer Yes or No.

_____ 1. I think it is worthwhile for middle school students to take this course.

_____ 2. I feel that the information was presented in such a way that it was easy to understand and helped me to gain new, more positive insights.

_____ 3. I feel that the information was presented in such a way that it was too difficult for me to understand it.

_____ 4. If I didn't take this course, I would get the same information from other sources. (Please name them if your answer is yes,)

B. Please rate the following ways of presenting information in class in relationship to your learning experiences.

	Very Valuable	Of Some Value	Little or no value
1. Watching film and filmstrips			
2. Discussing films and filmstrips			
3. Reading the textbook together			
4. Reading silently			
5. Written assignments on textbooks reading			
6. Lectures by the teacher			
7. Lectures by outside speakers			
8. Class discussions			
9. Panel discussions and reports			
10. Small group discussions			
11. Simulation			
12. Learning Activity Packages			
13. Independent Study			
14. Other (name them)_____			

(Please check the appropriate blanks)

C. In comparison with the average of all other courses that you have taken, has this course been:

_____more useful	_____more interesting	_____more difficult
_____about average	_____about average	_____about average
_____less useful	_____less interesting	_____less difficult

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(Please check the appropriate blanks)

D. Do you feel that this course would be improved if:

1._____ it had more class discussion
2._____ it had less class discussion
3._____ it had more lectures by the instructor
4._____ it had less lectures by the instructor
5._____ it had more guest lectures
6._____ it had less guest lectures
7._____ it had more group discussions
8._____ it had less group discussions
9._____ it had more student reports
10._____ it had less student reports
11._____ the students had more chance to plan the course
12._____ it followed the textbook more closely
13._____ the students gave more of their opinions
14._____ the students gave less of their opinions
15._____ the instructor gave more of his opinions
16._____ the instructor gave less of his opinions
17._____ there were more reading assignments
18._____ there were less reading assignments
19._____ the course plans were more definite
20._____ it was more formal
21._____ it was less formal
22._____ a different textbook were used
23._____ there were more written assignments
24._____ there were less written assignments
25._____ the examinations were:
26._____ other:_____

E. What did you like most about the course?

F. What did you like least about the course?

G. What assignment was most helpful? (or provided the most learning?)

H. What suggestions do you have for improving the course?

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